



# WESLEYAN

Catalogue  
Undergraduate and Graduate Programs  
2016-2017

Wesleyan College  
4760 Forsyth Road  
Macon, Georgia 31210-4462  
(478) 477-1110 • fax (478) 757-4030  
[www.wesleyancollege.edu](http://www.wesleyancollege.edu)

**Institutional Statement.** Wesleyan College complies with the Family Educational Rights and Privacy Act of 1974, as Amended. The Registrar should be consulted for details and procedures.

Every effort is made to insure the accuracy of information presented in this catalogue. The contents should be considered advisory only and not regarded as an irrevocable contract. The College reserves the right to alter or change requirements, fees, course offerings, or other specified policies at any time.

Faculty advisors are available to assist the student in the arrangement of her program, but responsibility for acquainting herself with regulations and fulfilling all requirements for degrees rests with the individual student.

**Statement on Non-Discrimination.** Wesleyan College is committed to maintaining a diverse, academically talented, and well-rounded community of learners in an atmosphere of mutual respect and appreciation of differences.

Wesleyan College admits qualified students regardless of race, color, national and ethnic origin, sexual orientation, age, religion, creed, disability, marital status, pregnancy, status with regard to public assistance, veteran status and sex\* to all rights, privileges, programs and activities generally accorded to or made available to students at the college.

Wesleyan College does not discriminate on the basis of race, color, national and ethnic origin, sexual orientation, age, religion, creed, disability, genetic information, marital status, pregnancy, status with regard to public assistance, gender identity, gender expression, sex, veteran status or any other category protected by applicable law in its educational policies, programs, activities and employment.

Title IX Policy against Sexual Assault and Harassment. Individuals who have questions or concerns regarding potential discrimination may also contact the following staff:

*Questions or concerns about discrimination based on race, creed, color, ethnicity, national origin, religion, marital status, or veteran status or on gender, sexual orientation, gender identity, gender expression, sexual harassment, or sexual assault/violence should be addressed to:*

Patricia M. Gibbs

Title IX Coordinator

Vice President for Student Affairs

Olive Swann Porter, Student Affairs

(478) 757-5216 pgibbs@wesleyancollege.edu

*Questions or concerns about discrimination based on disability, pregnancy, and genetic information should be addressed to:*

Christy Henry

Assistant Dean for Academic Resources

Olive Swann Porter, Academic Center

(478) 757-5219 chenry@wesleyancollege.edu

\*Wesleyan College does not admit men to its baccalaureate programs, in accordance with Title IX.

**Wesleyan College Gender-specific Language Policy.** As the first women's college in the world, Wesleyan College will maintain its use of women-centered language to reflect both our heritage and our mission.

**Accreditations and Memberships.** Wesleyan is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), 1866 Southern Lane, Decatur, GA 30033-4097 Phone: (404) 679-4500, <http://www.sacscoc.org> to award the baccalaureate degree, the Master of Education (Early Childhood), and the Master of Business Administration. Wesleyan is also accredited by the National Association of Schools of Music (NASM) and the Georgia Professional Standards Commission and holds membership in the following:

- American Association of Collegiate Registrars and Admissions Officers
- American Association of University Women
- Campus Compact
- The Council of Independent Colleges
- Georgia Association of Independent Colleges of Teacher Education

- Georgia Association of Teacher Education
- Georgia Collegiate Honors Council
- Georgia Independent Colleges Association
- National Association of Independent Colleges and Universities
- National Association of Schools and Colleges of the United Methodist Church
- National Collegiate Athletic Association
- National Collegiate Honors Council
- Public Leadership Education Network
- Southern Regional Honors Council
- Tuition Exchange Program of the Council of Independent Colleges
- University Senate of the United Methodist Church
- USA South Athletic Conference
- Women's College Coalition

# Table of Contents

Undergraduate College Calendar .....	6
Wesleyan College Mission Statement and History .....	8
Meet Our Faculty.....	10
Undergraduate Admission .....	17
Academic Credit Options .....	24
Undergraduate Academic Programs .....	30
Bachelor of Arts (AB Artium Baccalaureae).....	31
Bachelor of Science in Nursing (BSN).....	41
Academic Procedures and Regulations.....	51
Programs for Academic Enrichment.....	62
The Curriculum .....	71
Accounting .....	71
Advertising & Marketing Communication .....	76
American Studies .....	78
Art History .....	79
Studio Art.....	83
Asian Studies.....	91
Biology .....	94
Business Administration.....	103
Chemistry .....	108
Chinese .....	113
Communication .....	114
Computer Science .....	119
Economics.....	120
Education .....	126
English.....	139
Environmental Studies .....	146
French.....	150
German.....	155
Health and Physical Education .....	156
History.....	160
Human Services.....	167
Humanities .....	168
International Business .....	169
International Relations .....	172

Japanese .....	174
Mathematics .....	175
Music.....	182
Neuroscience.....	192
Philosophy.....	197
Physics .....	200
Political Science .....	203
Prior Learning Assessment .....	210
Professional Development Experience.....	211
Psychology.....	212
Religious Studies .....	220
Spanish.....	226
Theatre .....	231
Travel-Study .....	237
Wesleyan Integrative Seminar Experiences (WISe).....	238
Women's Studies .....	240
Writing.....	246
Pre-Professional Programs.....	247
Financial Information .....	250
Financial Aid.....	254
Student Life .....	261
Music and Theatre .....	265
Business Services.....	266
Centers of Excellence.....	267
The Campus.....	268
Master of Education (M.Ed.).....	272
Master of Business Administration (MBA).....	282
Directory .....	290
Errata .....	303

# **Undergraduate College Calendar**

## **Fall 2016, Regular Semester 2016 ~ August 15 - December 13**

**August 15** Classes begin; drop/take period begins; CR/NC grade option period begins  
**August 19** Drop/take period ends; CR/NC grade option period ends  
**September 1** Fall Convocation  
**September 5** Labor Day (offices closed; classes not in session)  
**October 7** Mid-semester date  
**October 10-11** Fall break (offices open; classes not in session)  
**October 28** Last day to withdraw from a class  
**November 21-25** Thanksgiving holidays (offices closed beginning at noon on Nov. 23)  
**December 7** Last day of classes  
**December 8** Reading day  
**December 9-13** Final examinations  
**December 15** Grades due

## **Fall 2016, Split Term A ~ August 15 - October 7**

**August 15** Classes begin; drop/take period begins; CR/NC grade option period begins  
**August 19** Drop/take period ends; CR/NC grade option period ends  
**September 1** Fall Convocation  
**September 5** Labor Day (offices closed; classes not in session)  
**September 9** Mid-semester date  
**September 16** Last day to withdraw from a class  
**October 7** Last class day  
**October 13** Grades due

## **Fall 2016, Split Term B ~ October 12 - December 13**

**October 12** Classes begin; drop/take period begins; CR/NC grade option period begins  
**October 19** Drop/take period ends; CR/NC grade option period ends  
**November 9** Mid-semester date  
**November 21-25** Thanksgiving holidays (offices closed beginning at noon on Nov. 23)  
**November 18** Last day to withdraw from a class  
**December 7** Last class day  
**December 8** Reading Day  
**December 9-13** Final examinations  
**December 15** Grades due

## **Spring 2017, Regular Semester ~ January 9 - May 9**

**January 9** Classes begin; drop/take period begins; CR/NC grade option period begins  
**January 13** Drop/take period ends; CR/NC grade option period ends  
**January 16** Martin Luther King Day (offices closed, classes not in session)  
**March 3** Mid-semester date  
**March 6-10** Spring Break (classes not in session, offices closed March 10)  
**March 24** Last day to withdraw from a class  
**April 14** Good Friday (offices closed; classes not in session)  
**May 3** Last class day  
**May 4** Reading day  
**May 5-9** Final examinations; grades due for graduating seniors 24 hours after exam  
**May 13** Commencement  
**May 17** Grades due

## **Spring 2017, Split Term A ~ January 9 - March 3**

**January 9** Classes begin; drop/take period begins; CR/NC grade option period begins  
**January 13** Drop/take period ends; CR/NC grade option period ends  
**January 16** Martin Luther King Day (offices closed, classes not in session)  
**February 3** Mid-semester date  
**February 10** Last day to withdraw from a class  
**March 3** Last class day

**March 15** Grades due

**Spring 2017, Split Term B ~ March 13 - May 9**

**March 13** Classes begin; drop/take period begins; CR.NC grade option period begins

**March 17** Drop/take period ends; CR/NC grade option period ends

**April 7** Mid-semester date

**April 14** Good Friday (offices closed, classes not in session)

**May 3** Last class day

**May 4** Reading day

**May 5 - 9** Final examinations; grades due for graduating seniors 24 hours after exam

**May 13** Commencement

**May 17** Grades due

*\*Some academic programs of the College observe a different calendar. Direct questions about the calendar to the Registrar's Office. Calendars are subject to change. See graduate program pages in catalogue for graduate calendars.*

# Wesleyan College Mission Statement and History

Wesleyan College, a four-year national liberal arts college for women, is a leader and innovator in women's education. The first college in the world chartered to grant degrees to women, Wesleyan took its mission of educating women seriously in 1836, and the College continues to take its mission seriously today. It continues to maintain high standards of academic excellence and to encourage the intellectual growth of its students. Wesleyan is committed to the goals of educating women to understand and appreciate the liberal and fine arts and preparing them for careers and a lifetime of learning.

**Vision.** Forever first for women's education – striving for excellence, grounded in faith, and engaged with the world.

**Mission.** Founded in 1836 as the first college in the world for women, Wesleyan College offers an education that leads to lifelong intellectual, personal, and professional growth.

## ***The Wesleyan experience has four cornerstones:***

**Academics:** Wesleyan is committed to academic excellence in the liberal arts, the fine arts, and professional fields of study. We foster a diverse and inclusive academic community where we learn from each other. Wesleyan teaches students how to learn and adapt quickly, preparing them for the world of work and giving them skills to thrive in a complex, rapidly changing world.

**Women:** Wesleyan takes seriously our role as a pioneer in women's education. We believe the world needs more women who lead and serve. A Wesleyan education asks women to dream big and helps them realize those dreams.

**Faith:** Wesleyan is proud of our long relationship with the United Methodist Church and the diverse faiths that make up our community today. We believe a firm grasp of enduring spiritual values is basic to the Wesleyan way of learning and living. We help each student explore her calling as she asks and answers deep questions about herself and her engagement with the world.

**Community:** Wesleyan values each member of our community as an individual and in relationship to the whole. Our diversity is among our greatest strengths. We care for each other as an inclusive community. We serve the larger community around us. We send students out into the world prepared to succeed.

**Values.** We believe that real education is a lifelong endeavor, fueled by curiosity, challenge, and discovery. Providing a solid foundation for a lifetime of learning and growth, the Wesleyan experience is based upon these shared values that guide us daily:

- Academic excellence and critical thinking, personal honesty, civility, and integrity
- Pride in teaching, learning, and working together
- Appreciation for our traditions, and the hope we offer a divided world
- Spirituality in the search for purpose and understanding
- Responsible citizenship and ethical leadership in service to others
- Celebration of our differences and the opportunities they present as a powerful force for understanding, innovation, and social justice
- Meaningful work that begins at Wesleyan and builds to a fulfilling career
- Belief in the arts as integral to a fully realized life
- Physical, social, and emotional wellness
- Laughter, humor, and joyful enthusiasm for life

**A Wesleyan Education.** At Wesleyan, we believe that a liberal arts education is the best education for life. A Wesleyan education offers students exposure to the full range of human knowledge, assists them in developing skills in critical thinking and analysis, encourages them to question and explore the issues that affect their lives and futures, and challenges them to discover who they are in light of the rapidly changing world around them. In a world where career changes have become the norm rather than the exception, a liberal arts education provides a broad basis that will apply to

any career decision. As a result, students are prepared both for life-long learning and for the career shifts that inevitably attend their progress toward success.

A Wesleyan education is structured to ensure that students have personal interaction with the faculty both inside and outside the classroom. Wesleyan's faculty, an impressive percent of whom have earned the highest degree in their field, remain current in their fields by publishing books and articles and presenting papers at professional meetings. An undergraduate student-to-faculty ratio of 13:1 ensures that students are known by more than a grade or a number. Faculty and students know each other as individuals and make up a genuine learning community. Faculty members also serve as academic advisors and work carefully with individual students to plan their academic programs.

Wesleyan is taking the lead nationally in integrating the curricular and extracurricular life of the campus. Programming in the residence halls often extends the classroom, expanding on issues raised in courses. Model community service programs such as Aunt Maggie's Kitchen Table extend the classroom into the community. Wesleyan is committed, in the curriculum and in student life, to fulfilling its special mission as a women's college.

Another innovation that Wesleyan has pioneered to assist students in combining a liberal arts education with preparation for a career is the internship program. The internship program, a partnership of the College and the local business community, enables students to begin to explore the world of work as early as second semester of their first year. Students can pursue internships in different fields, and many go directly into jobs with their sponsoring organizations after graduation.

**History of the College.** Founded in 1836 as the Georgia Female College, Wesleyan was at first a joint effort of a group of Macon citizens and members of the Georgia Conference of the Methodist Episcopal Church. In 1843, the Georgia Conference assumed responsibility for the College. The College was renamed Wesleyan Female College in 1844 and Wesleyan continues its affiliation with the United Methodist Church today.

When Wesleyan was founded, the idea of educating women was very new. It had taken almost two hundred years from the time that Harvard granted the first baccalaureate degrees to men in this country for any institution to offer the same privilege to women. Wesleyan's original program was a rigorous four-year classical curriculum, very similar to the curriculum being offered by the men's colleges of those times. In addition, however, it stressed, from the beginning, the exercise of judgment, discrimination, and analytical thinking. And most innovatively of all, it emphasized the importance of scientific as well as classical learning.

Over the years, Wesleyan has continued to lead the way in women's education. In 1840, we awarded the first baccalaureate degrees given to women anywhere in the world. We are also home of the world's first alumnae association. Wesleyan is the birthplace of two national sororities, *Alpha Delta Pi* in 1851, and *Phi Mu* in 1852. In the late nineteenth century, we added a strong emphasis in the fine arts to our classical and scientific curriculum. We are continuing to strengthen our preparation for careers in biological and physical sciences.

**Looking to the Future.** For decades, Wesleyan has been a pioneer in developing innovative academic programs such as the academic First-Year Seminar and the Senior Integrative Experience. These are but two facets of a student-centered, process-oriented general education curriculum with integrative components of the curriculum connected to each academic major. Wesleyan is taking the lead in interdisciplinary education, designing courses and faculty positions that bridge the various fields of knowledge. Wesleyan faculty and staff continue to develop infrastructure and pedagogy to enhance teaching and learning through technology. From their creative use of well-equipped classrooms and state-of-the-art laboratories to Jenzabar's Learning Management System for online teaching and learning, faculty design learning experiences that are engaging, meaningful, and relevant for lifelong learning.

# Meet Our Faculty

**Ruth A. Knox** President of the College. B.A. (English) Wesleyan College 1975; J.D., The University of Georgia School of Law 1978. During my twenty-five years as a practicing attorney, I was involved in real estate transactions, estate planning for individuals and families, contract negotiations, advising small businesses, and volunteering with several institutions, including the Alumnae Association and Board of Trustees of Wesleyan. My primary interest now is in making possible the highest quality college experience for each of our students. In 2007, Wesleyan formalized our intention to "go green" when I signed the American College & University Presidents Climate Change Commitment. Since then we have focused on developing and implementing a comprehensive Climate Action Plan with the ultimate goal of achieving a carbon neutral campus. The recent LEED-certified Gold level renovation of Taylor Hall and our ongoing efforts to improve our Arboretum reflect our commitment to environmental responsibility in every aspect of campus life. Tate 102.  
[rknox@wesleyancollege.edu](mailto:rknox@wesleyancollege.edu)

**Fine Arts Division: Michael McGhee, Division Chair**

**Departments:** Art; Music; Theatre

**Interdisciplinary Programs:** Advertising and Marketing Communication

**Academic Majors:** Advertising and Marketing Communication; Art History; Studio Art; Music; Theatre

**Academic Minors:** Art History; Studio Art; Music; Photography; Theatre

**Dennis Applebee** Professor of Art; Program Director, Advertising and Marketing Communication. B.F.A. (Printmaking) Illinois State University 1996; M.F.A. (Printmaking) Ohio State University 1998. My studio interests are in etching and relief printmaking, painting, collage, and drawing. My recent artwork explores the connections, overlaps, and parallels between language, music, and math. Murphrey 109A. [dapplebee@wesleyancollege.edu](mailto:dapplebee@wesleyancollege.edu)

**Elizabeth Bailey** Professor of Art; Program Director, Art History. B.F.A. (Drawing and Painting) University of Georgia 1974; M.F.A., (Drawing and Painting) University of Georgia 1976; Ph.D. (Art History) University of Georgia 1992. My area of specialization in art history is Medieval/Renaissance Art in Tuscany. My particular interest in studio art is painting. Murphrey 105A. [lbailey@wesleyancollege.edu](mailto:lbailey@wesleyancollege.edu)

**Nadine Cheek** Mildred Goodrum Heyward Professor of Music; Program Director, Music. B.M. (Voice) Wesleyan College 1979; M.M. (Vocal Performance) Cincinnati College Conservatory of Music 1981, M.M. (Choral Conducting) Yale School of Music 1991. I am interested in teaching the young singer how to use her voice well in the performance of a variety of repertoire; including classical art-song, opera, sacred music, and Broadway. I have a particular interest in 20th-century and contemporary American song and choral literature. Porter Fine Arts 101. [ncheek@wesleyancollege.edu](mailto:ncheek@wesleyancollege.edu)

**Frances de La Rosa** Comer Professor of Painting. B.F.A. (Studio Art) University of Alabama 1980; M.F.A. (Painting) Tulane University 1984. Oil on canvas and oil pastel on paper are the primary media which I use to explore 2-dimensional abstractions of landscape, while lost wax casting in bronze and silver are my choice for creating nature-based forms 3-dimensionally. Murphrey 106. [fdelarosa@wesleyancollege.edu](mailto:fdelarosa@wesleyancollege.edu)

**Robert Fieldsteel** Artist in Residence (Playwriting). B.A., Dartmouth College; M.A., Antioch University. My plays have been produced in New York, Los Angeles, and Chicago. Also a professional actor, I have acted in more than twenty-five plays, a dozen feature films, and have guest-starred on sixteen television shows. Awards include: Los Angeles Drama Critics Circle (LADCC) Award - Best World Premiere Play; Backstage West Garland Award - Playwriting; LADCC Award - Ensemble Performance; Dramalogue Award - Performance. Porter Fine Arts 122. [rfieldsteel@wesleyancollege.edu](mailto:rfieldsteel@wesleyancollege.edu)

**Chenny Gan** Assistant Professor of Music. B.A. (Music and Studio Art) Wesleyan College 2002; M.M. (Piano Performance) University of North Carolina-Greensboro 2004; M.M. (Piano Accompanying) University of North Carolina-Greensboro 2005; D.M.A. (Piano Performance) University of Southern California 2009. My areas of interest/expertise are classical piano technique, improvisation in various idioms, and the role of music in society and outreach. I want to help my students become technically adept musicians, but also well-rounded individuals and productive world citizens through the study of music. I would like to help them be able to use the piano to interact and communicate effectively within various contexts. Porter Fine Arts 103. [cgan@wesleyancollege.edu](mailto:cgan@wesleyancollege.edu)

**Alexis Brooke Gregg** Assistant Professor of Art. B.F.A. (Ceramics) University of Georgia 2007; M.F.A. (Ceramics) California State University 2010. The intersection of arts and industry and artists with community is the main focus of my

research. I specialize in architectural ceramic techniques including brick carving for public art and permanent installation. Murphrey 105B. [agregg@wesleyancollege.edu](mailto:agregg@wesleyancollege.edu)

**Ellen Futral Hanson** Associate Professor of Music. B.M. (Music) Wesleyan College, 1983; M.M. (Music) University of Tennessee, Knoxville, 1985. My goal in using the bel canto technique in working with young singers is to apply that method to classical and musical theatre repertoire, as well as to assist the student in the theatrics of singing and movement so that the singer becomes a more charismatic performer. Porter Fine Arts 121.

[ehanson@wesleyancollege.edu](mailto:ehanson@wesleyancollege.edu)

**Fernando La Rosa** Instructor of Art. B.F.A. (Studio Art) Escuela Nacional de Bellas Artes, Lima, Peru 1966; M.F.A. (Photography) Tulane University, 1990. In my photography, I use large format cameras with traditional materials combined with scanning and digital output in an exploration of broad subjects from nature to found objects. Murphrey 106. [flarosa@wesleyancollege.edu](mailto:flarosa@wesleyancollege.edu)

**Jan Lewis** Associate Professor and Chair of Theatre. B.A. (Theatre Arts) Brandeis University 1973; M.A. (Dramatic Art) University of California, Berkeley 1978; M.F.A. (Theatre Arts/Directing) University of California, Los Angeles 1980; Ph.D. (Dramatic Art) University of California, Santa Barbara 2005. As a theatre professional with over 20 years of experience in the field, I specialize in directing and in mentoring student directors, actors, and stage managers. I also teach, research and publish in the areas of applied performance theory; race, ethnic and gender studies; musical theatre; and American theatre. Porter Fine Arts 109. [jlewis@wesleyancollege.edu](mailto:jlewis@wesleyancollege.edu)

**Frazer Lively** Professor of Theatre; Program Director, Theatre. B.A. (Theatre and Dance) State University of New York at Buffalo 1983; M.A. (Theatre Performance and Literature) University of Pittsburgh 1987; Certificate in French, Sorbonne (Paris IV) 1993; Ph.D. (Theatre History and Literature) University of Pittsburgh 1997. My areas of interest in theatre history/literature/performance include symbolist theatre, Chekhov, African-American theatre, and modern protest as theatre. As a theatre practitioner, I have expertise in children's theatre and creative drama, acting, and directing. Porter Fine Arts 119. [flively@wesleyancollege.edu](mailto:flively@wesleyancollege.edu)

**Michael McGhee** Associate Professor of Music, Chair, Fine Arts Division and College Organist. B.M. (Organ Performance) Shorter College 1999; M.M.(Organ Performance) University of Georgia 2001; D.M. (Organ Performance and Literature) Indiana University School of Music 2005. I am Wesleyan's College Organist and teach courses in organ, harpsichord, music theory, music history and literature. I also am a church musician and an active member of the American Guild of Organists. Porter Fine Arts 105. [mmcghee@wesleyancollege.edu](mailto:mmcghee@wesleyancollege.edu)

#### **Humanities Division: Saralyn DeSmet, Division Chair**

**Departments:** Communication; English; Modern Language; Philosophy and Religious Studies

**Interdisciplinary Programs:** Women's Studies

**Academic Majors:** Communication; English; French; Philosophy, Religious Studies; Spanish; Women's Studies

**Academic Minors:** Communication; English; French; Philosophy; Religious Studies; Spanish; Women's Studies

**Virginia Blake** Public Services Librarian & Archivist; B.A. (Sociology) University of Maine 2005; M.A. (Public Administration) Georgia College & State University 2007; MLIS University of South Carolina 2011. Willett Library. [vblake@wesleyancollege.edu](mailto:vblake@wesleyancollege.edu)

**David A. Bobbitt** Associate Professor of Communication; Program Director, Communication. B.S. (Economics) University of Tennessee 1976; M.A. (Media and Film Studies) Memphis State University 1986; M.A. (Cultural Studies) University of Iowa 1988; Ph.D. (Rhetorical Theory and Criticism) Louisiana State University 1992. My primary interests include media/film theory and criticism, cultural studies, rhetorical theory and criticism, American public discourse, and philosophy of communication. Tate 225B. [dbobbitt@wesleyancollege.edu](mailto:dbobbitt@wesleyancollege.edu)

**Saralyn Harrell DeSmet** Professor of French and Spanish; Humanities Division Chair; Program Director, French. B.A. (French and Spanish) Vanderbilt University 1990; M.A. (French Literature) Indiana University 1993; Ph.D. (Romance Languages) University of Georgia 2001. My professional interests include 18th-century women's epistolary novels in French, especially Isabelle de Charrière, translation, and foreign language education. Tate 209. [sdesmet@wesleyancollege.edu](mailto:sdesmet@wesleyancollege.edu)

**Melanie Doherty** Associate Professor of English. B.A. (Comparative Literature) University of Massachusetts 1998; M.A. (English and Comparative Literature) Brandeis University 2004; Ph.D. (English and Comparative Literature) Brandeis

University. My research interests include 19th- and 20th-century American literature, media and film studies, digital humanities, critical theory, writing technologies, and writing pedagogy. Tate 220. [mdoherty@wesleyancollege.edu](mailto:mdoherty@wesleyancollege.edu)

**Deidra Donmoyer** Associate Professor of Communication; Program Director, Women's Studies. B.A. (Communication) Kutztown University 1993; M.A. (Communication) Auburn University 1996; Graduate Certificate (Women's Studies) Bowling Green State University 2001; Ph.D. (Rhetorical Studies) Bowling Green State University 2003. I am interested in understanding the ideological expectations of who and how women should be in society. To accomplish this, my work juxtaposes Rhetorical, Feminist, Film, and Cultural Studies; for example, my research has centered on female action heroes in film. Tate 218. [ddonmoyer@wesleyancollege.edu](mailto:ddonmoyer@wesleyancollege.edu)

**Vivia Lawton Fowler** Professor of Religious Studies, Provost of the College, Vice President for Academic Affairs. B.A. (Religion and Sociology) Columbia College 1976; M.A. (Religion) The Lutheran Theological Southern Seminary 1980; Ph.D. (Psychological and Philosophical Foundations of Education) The University of South Carolina 1994. My disciplinary interests are in biblical studies, women's studies, and philosophies and practices of religious education. In higher education, I am interested in issues related to student success and retention, especially in the first year of college. Tate 122. [vfowler@wesleyancollege.edu](mailto:vfowler@wesleyancollege.edu)

**Joseph Lease** Assistant Professor of English and Director of Writing. B.A. (English) University of Arkansas 1999; M.A.T., (Secondary English) Duke University 2003; Ph.D. (English) University of Georgia 2012. My foremost research interests include 20th century American and British literature, action theory pertaining to the heroic act in literature and film, and connecting pedagogy and sustainability in the classroom. Tate 217. [jlease@wesleyancollege.edu](mailto:jlease@wesleyancollege.edu)

**Laura K. Lease** Assistant Professor of English. B.A. (English) University of Arkansas, Fayetteville, 2000; M.A. (English) University of Arkansas, Fayetteville, 2002. My professional interests include the scholarship of teaching and learning, developmental education, rhetoric and composition studies, and Southern literature. Tate 215. [llease@wesleyancollege.edu](mailto:llease@wesleyancollege.edu)

**Matthew R. Martin** Professor of English; Knox Chair of Humanities; Dean of the Faculty. B.A. (English) Furman University 1985; B.A. (English) Oxford University 1987; Ph.D. (English) University of Virginia 1994. My professional interests include creative writing, Southern literature, and African-American literature. Tate 219. [mmartin@wesleyancollege.edu](mailto:mmartin@wesleyancollege.edu)

**Regina B. Oost** Professor of English; Program Director, English. B.A. (English), University of Utah 1984; M.A. (English) University of Utah 1986; Ph.D. (English) University of Utah 1994. My primary research interests include 18th- and 19th-century British literature, literary theory, African literature, and women's writing. Tate 216. [roost@wesleyancollege.edu](mailto:roost@wesleyancollege.edu)

**Kristina Peavy** Library Director. B.S. (History) Georgia Southwestern State University 2005; MLIS Valdosta State University 2008. I am very interested in the application of emerging technologies and how they can be used to promote information literacy. Willet Library 210. [kpeavy@wesleyancollege.edu](mailto:kpeavy@wesleyancollege.edu)

**Melissa Roberts** Cataloging/Public Services Librarian. B.A. (English) University of Alabama Huntsville 2000; MLIS University of Alabama 2002. I am very interested in serving the students and faculty of Wesleyan through quality cataloging and library services. Willet Library. [mroberts@wesleyancollege.edu](mailto:mroberts@wesleyancollege.edu)

**Alain-Richard Sappi** Assistant Professor of Modern Language; B.A. in Spanish and Latin-American Literature and Culture, University of Yaoundé I-Cameroon, 1996; M.A. in Spanish Literature and Culture, University of Yaoundé I-Cameroon, 1999; M.A. with Thesis in Spanish Literature & Culture and Theory of Literature, University of Yaoundé I-Cameroon, 2004; M.A. in Spanish Language and Culture, Universidad Complutense de Madrid-Spain, 2007; Ph. D. Cum Laude Contemporary Peninsular Literature and Culture, Universidad Complutense de Madrid-Spain, 2009. My research interests include 19th-21st century Spanish Literature/Culture and Theory of Literature: Narratology, Semiotics, Literature and Society, Psychoanalysis, Comparative Literature, Postmodernism. Tate 210. [asappi@wesleyancollege.edu](mailto:asappi@wesleyancollege.edu)

**Teresa Parrish Smotherman** Professor of Spanish; Program Director, Spanish. B.A. (Spanish) Valdosta State College, 1973; M.A. (Spanish) University of Georgia 1983; Ph.D. (Romance Languages) University of Georgia 1996. My research interests include both contemporary Latin American literature, specifically in the area of Liberation Theology, and Peninsular Spanish poetry, the generation of 1950. I am also interested in second language acquisition and the teaching of applied linguistics. Tate 211. [tsmotherman@wesleyancollege.edu](mailto:tsmotherman@wesleyancollege.edu)

**Natural Sciences and Mathematics Division: Wanda Schroeder Division Chair**

**Departments** : Biology; Chemistry, Physics and Mathematics

**Interdisciplinary Programs:** Dual Degree in Engineering; Environmental Studies; Neuroscience

**Academic Majors** : Biology; Chemistry; Dual Degree in Engineering, Environmental Studies; Mathematics; Applied Mathematical Sciences

**Academic Minors** : Biology; Chemistry; Environmental Science; Mathematics; Physics

**Charles Benesh** Associate Professor of Physics; Program Director, Physics. B.S. (Physics) Massachusetts Institute of Technology 1982; Ph.D. (Physics) University of Washington 1988. My primary research involves the description of subatomic particles and interactions in terms of their quark and gluon constituents. Taylor 210.

[cbenesh@wesleyancollege.edu](mailto:cbenesh@wesleyancollege.edu)

**Holly L. Boettger-Tong** Professor of Biology; Program Director, Biology. B.S. (Biology) St. Louis University 1986; M.S. (Biology) University of Alabama at Birmingham 1988; Ph.D. (Biology) University of Alabama at Birmingham 1992. My lab uses both in vitro and in vivo model systems to analyze the molecular mechanisms which control female reproductive tract cellular proliferation. In addition, I am interested in the role of the retinoic acid signaling pathway as it influences early vertebrate embryo development. Munroe 110. [hboettger-tong@wesleyancollege.edu](mailto:hboettger-tong@wesleyancollege.edu)

**James B. Ferrari** Professor of Biology; Program Director, Environmental Studies; Wesleyan College Arboretum Director. B.A. (Biology and Northern Studies) Middlebury College 1986; Ph.D. (Ecology) University of Minnesota. My research interests include bird-plant interactions, seasonal patterns of bird diversity, leaf litter dispersal and effects of leaf decomposition on soil nitrogen cycling rates, and forest ecology. Munroe 112. [jferrari@wesleyancollege.edu](mailto:jferrari@wesleyancollege.edu)

**Glenda K. Ferguson** Professor of Chemistry and Munroe Professor of Math and Science. B.S. (Chemistry and Biology) Kentucky Wesleyan College 1987; Ph.D. (Chemistry) University of Georgia 1993. I conduct pharmaceutical analyses with the use of high performance liquid chromatography (HPLC), primarily developing separation methods and determining relative concentrations of multi-component formulations. Current projects include analyses of pain medications as well as drugs used in the treatment of psychological disorders. Munroe 212. [gferguson@wesleyancollege.edu](mailto:gferguson@wesleyancollege.edu)

**Randy Heaton** Assistant Professor of Mathematics; Program Director of Applied Mathematical Sciences and Dual-Degree Engineering. B.S. (Applied Mathematics) Georgia Institute of Technology 2006; Ph.D. (Pure Mathematics) Florida State University 2012. I am interested in cryptographic problems related to trap-door functions and exploits on cryptographic schemes. I also am interested in symbolic computation problems related to elliptic curves and modular forms. Tate 14. [rheaton@wesleyancollege.edu](mailto:rheaton@wesleyancollege.edu)

**Joseph A. Iskra, Jr.** Herbert Preston and Marian Haley Associate Professor of Mathematics. B.A. (Mathematics) Florida Southern College 1976; M.S. (Mathematics) Vanderbilt University 1978; Ph.D. (Mathematics) Vanderbilt University 1983. My research interests are in abstract algebra, specifically semigroup theory. I have some knowledge in related areas such as lattice theory, graph theory, and set theory. Tate 13. [iskra@wesleyancollege.edu](mailto:iskra@wesleyancollege.edu)

**Barry K. Rhoades** Professor of Biology. B.A. (Psychology) Colorado College 1976; A.M. (Biopsychology) University of Chicago 1981; Ph.D. (Physiology) University of California at Berkeley 1990. My primary interests include physiology of the sense of smell in mammals, modeling and analyzing neural network interactions, behavioral ecology of reptiles and amphibians, and electronic and computer simulations for teaching neuroscience and animal behavior. Munroe 106. [brhoades@wesleyancollege.edu](mailto:brhoades@wesleyancollege.edu)

**Anne M. Sanders** Assistant Professor of Biology. B.S. (Chemistry) University of Central Florida 2002; Ph.D. (Pathobiology) Wake Forest University 2007. My research interests include developing better animal models of cancer metastasis, evaluating compounds that enhance chemo/radiation therapies, and investigating the interactions between the tumor and the immune system. Munroe 105. [asanders@wesleyancollege.edu](mailto:asanders@wesleyancollege.edu)

**Wanda T. Schroeder** Professor of Biology and Munroe Chair of Life Sciences. B.A. (Biology) Wesleyan College 1980; Ph.D. (Biochemistry and Molecular Biology) University of Texas Health Science Center at Houston Graduate School of Biomedical Sciences 1987. My research is focused on elucidating the molecular events involved in regulating differentiation in epidermal keratinocytes and uterine and vaginal epithelial cells. Specifically, I study and compare gene expression of such differentiation-specific proteins as transglutaminase, keratin, and cornifin in normal and cancerous states in these tissues. Munroe 114. [wschroeder@wesleyancollege.edu](mailto:wschroeder@wesleyancollege.edu)

**Laura Jessica Strausberg** Assistant Professor of Chemistry.B.A. (Chemistry) Hollins University 2008; Ph.D.(Chemistry) University of Virginia 2013.

**Social and Behavioral Sciences Division: Barbara Donovan, Division Chair**

**Departments:** History and Political Science; Psychology

**Interdisciplinary Programs:** Asian Studies, Neuroscience

**Academic Majors:** History; International Relations; Neuroscience, Political Science; Psychology

**Academic Minors:** Asian Studies; History; Neuroscience; Political Science; Psychology

**Brooke Bennett-Day** Associate Professor of Psychology; Program Director, Psychology. B.S. (Psychology) Valdosta State University 1999; M.S. (Social Psychology) Florida State University 2004; Ph.D. (Social Psychology) Florida State University 2007. My primary interests involve the effect that race may have on an individual's face recognition ability, as well as the developmental differences in child and adult memory for faces. Additional interests include interracial attitudes and stereotype formation, juror interpretations of legal proceedings, and best teaching practices. Taylor 131.

[bbennetday@wesleyancollege.edu](mailto:bbennetday@wesleyancollege.edu)

**Barbara Donovan** Professor of Political Science and Dupont Guerry Chair of History and Economics; Chair, Division of Social and Behavioral Sciences; Program Director, International Relations. B.A. (International Relations) Tufts University 1985; M.A. (Area Studies) University of London 1987; Ph.D (Political Science) Georgetown University 1997. I teach courses in comparative and international politics. My areas of specialization are German and European politics, democratization, regional integration, and immigration. Tate 131. [bdonovan@wesleyancollege.edu](mailto:bdonovan@wesleyancollege.edu)

**Thomas C. Ellington** Associate Professor of Political Science; Program Director, Political Science. B.A. (Political Science, Journalism) University of Alabama 1994; M.A. (Political Science) University of Alabama 1996; M.A. (Government and Politics) University of Maryland 1998; Ph.D. (Government and Politics) University of Maryland 2004. My research includes work on the impact of official secrecy on democracy, political paranoia, participatory democratic theory, and political violence. Tate 134. [ellington.wesleyancollege@gmail.com](mailto:ellington.wesleyancollege@gmail.com)

**Karen Huber** Associate Professor of History; Program Director, History. B.A. (History and French Language and Literature) University of Dayton 1998; M.A. (History) Ohio State University 2002; Ph.D. (History) Ohio State University 2007. I teach a wide range of courses on European and world history. My specific areas of interest are modern European history and women's history, and in particular the social and political history of women in France. My current research project examines the sexual and reproductive decision-making of women in early twentieth century Europe, with particular focus on French women charged with abortion and infanticide. Tate 135. [khuber@wesleyancollege.edu](mailto:khuber@wesleyancollege.edu)

**Michele T. Martin** Professor of Psychology. B.A. (Psychology) Michigan State University1987; M.A. (Psychology) University of Virginia 1992; Ph.D. (Psychology) University of Virginia 1995. My area of specialty is child, family, and adult clinical psychology. My research interests are the effects of family factors on child and adolescent adjustment. I have examined the effects of family variables on the management of juvenile diabetes and explored family functioning in divorced and single-parent families. Taylor 122. [smartin@wesleyancollege.edu](mailto:smartin@wesleyancollege.edu)

**James D. Rowan** Professor of Psychology; Program Director, Neuroscience. B.A. (Biology and Psychology) Malone College 1988; M.A. (Experimental Psychology) Kent State University 1990: Ph.D. (Experimental Psychology with Biopsychology Concentration) Kent State University 1993. My area of interest is comparative cognition, more specifically, how humans and animals learn lists of information. I am also interested in the effects of early exposure to drugs on list learning in adulthood. Munroe 108. [jrowan@wesleyancollege.edu](mailto:jrowan@wesleyancollege.edu)

**Nicholas J. Steneck** Associate Professor of History. B.A. (Honors in History) University of Michigan 1992; M.A. (International Affairs/Security Policy Studies) George Washington University 1996; M.A. (History) Ohio State University 2000; Ph.D. (History) Ohio State University 2005. My research interests broadly examine the affect of catastrophic, traumatic events, such as war (or the threat of such events) on individual and collective identity formation and memory. Tate 133. [nsteneck@wesleyancollege.edu](mailto:nsteneck@wesleyancollege.edu)

**Professional Studies Division: Patrick Pritchard, Division Chair**

**Departments:** Business and Economics; Education; Health and Physical Education

**Interdisciplinary Programs:** International Business

**Academic Majors:** Accounting; Business Administration; Early Childhood Education; Economics; International Business

**Academic Minors:** Accounting; Business Management; Economics; Educational Studies; Finance; Reading

**Graduate Programs:** Master of Business Administration; Master of Education in Early Childhood Education

**Stacie Barrett** Assistant Professor of Business. B.A. (Mass Communications) Fort Valley State University 2008; M.B.A., Wesleyan College 2011.

**Kel-Ann Eyler** Associate Professor of Accounting; Program Director, Accounting. B.S. (Commerce) University of Virginia 1977; M.P.A. (Master of Professional Accountancy) Georgia State University 1986; Ph.D. (Accounting) Georgia State University 1990. My research interests include auditor's judgments, international accounting and auditing, ethics and accounting history. Taylor 216. [keyler@wesleyancollege.edu](mailto:keyler@wesleyancollege.edu)

**Line Valerie Goss** Assistant Professor of Economics; B.S (Finance) Southern University Baton Rouge 2005; MS. (Financial Economics); Ph.D. (Financial Economics) University of New Orleans 2014. My research interests are related to Financial Markets, Market Microstructure, Capital Structure and Firm's Competitive Strategy.

**Wendy Hamm** Assistant Professor of Education; B.S. (Education - Early Childhood) University of Georgia 1982; M.A. (Education - Reading Specialist) Mercer University 1988; Ed.S. (Early Childhood) Georgia College & State University 1998. I have a passion for literacy in the elementary classroom. My 30+ years of teaching and coaching new teachers have inspired me as a teacher teacher.

**Kara J. Kostiuk** Assistant Professor of Accounting; B.A. (Studio Art) Denison University 1997; M.A. (Art History) Antioch University 2006; MAcc (Accounting) Georgia College & State University 2012. My research interests include the psychological aspects of fraud and the economic implications of tax, accounting, and auditing regulatory updates. Taylor 215. [kkostiuk@wesleyancollege.edu](mailto:kkostiuk@wesleyancollege.edu)

**Megan J. McMahon** Assistant Professor of Accounting. B.A. (Business Administration) University of Georgia 2004; MAcc (Accounting) University of Georgia 2004. My background in working for accounting firms in Atlanta and Macon have given me a strong knowledge of accounting, attest and auditing. I have experience in the manufacturing field of business which required me to use Cost accounting skills. Before joining Wesleyan I worked for Macon-Bibb County so I have a great understanding of governmental accounting.

**Glenna Asbury Meyer** D. Abbott Turner Professor of Free Enterprise. B.S. (Business Education) Eastern Kentucky University; M.A. (Business Education) Eastern Kentucky University; Ed.D. (Business Education/Management) University of Southern Mississippi. My primary research focuses on international business in Eastern Europe, gender issues in business communication, and marketing strategies for small businesses. Taylor 232. [gmeyer@wesleyancollege.edu](mailto:gmeyer@wesleyancollege.edu)

**Patrick Pritchard** Alumnae Professor of Education; Program Director, Educational Studies; Director, Center for Educational Renewal; Chair, Division of Professional Studies. B.A. (History, Social Science for Secondary Education), B.S. (Liberal Arts) Eastern Mennonite College 1984; M.Ed. (Special Education) Clemson University 1987; Ph.D. (Curriculum and Instruction) Clemson University, Clemson 1998. My primary research interest is nature-smart education. Taylor 117. [ppritchard@wesleyancollege.edu](mailto:ppritchard@wesleyancollege.edu)

**Philip Davis Taylor** Professor of Economics and Clara Carter Acree Chair of Social Sciences; Program Director, Business and Economics; Director, Executive M.B.A. Program. B.A. (Economics) University of North Carolina 1971; M.B.A. (Finance) University of North Carolina 1973; M.A., Ph.D. (Economics) Virginia Polytechnic Institute and State University 1989. My primary interests include the valuation of stocks and bonds and their derivative instruments and the impact of globalization on the financial institutions that trade these securities. Taylor 217. [ptaylor@wesleyancollege.edu](mailto:ptaylor@wesleyancollege.edu)

**Virginia Wilcox** Associate Professor of Education; Director of Early Childhood Education Program. B.A. (Early Childhood Education) Wesleyan College 1990; M.Ed. (Early Childhood) Auburn University 1995; Ph.D. (Elementary Education) Auburn University 2005. I teach courses in math, science, and technology methods. My areas of specialization are identifying misconceptions in children's constructed knowledge and teaching conceptually across content areas. Taylor 116. [vwilcox@wesleyancollege.edu](mailto:vwilcox@wesleyancollege.edu)

**Ying Zhen** Assistant Professor of Business; B.A.(Economics) Communication University of China 2007; M.A.(Economics) Clark University 2009; Ph.D.(Economics) Clark University 2012. My major field of specialization is labor economics. My research interests include economics of immigration, gender and minority; demand and supply of labor; wages and compensation; mobility and unemployment. I am particularly interested in exploring how English-language proficiency affects foreign-born immigrants' labor market performance in the United States, especially for female immigrants. My minor field is industrial organization. I am interested in market structure, firm strategy, and market performance. Taylor 231. [yzhen@wesleyancollege.edu](mailto:yzhen@wesleyancollege.edu)

**Nursing Division: Sirena Fritz, Division Chair**

**Department:** Nursing

**Academic Major:** Nursing (BSN)

**Sirena Fritz** Assistant Professor of Nursing, Program Director, Clinical Nursing, Chair, Division of Nursing. B.S. (Nursing) Georgia College 1992; M.S.N. (Adult Health) Georgia College & State University 2001. I teach courses in adult health and medical/surgical nursing. My areas of specialization in clinical nursing are invasive and non-invasive cardiology. Munroe 201. [sfritz@wesleyancollege.edu](mailto:sfritz@wesleyancollege.edu)

**Tommi Gill** Assistant Professor of Nursing. B.S. (Nursing) East Tennessee State University 1985; M.A. (Counseling and Human Development) Troy State University 1989; Certification Women's Health Nurse Practitioner, USAF, 1990; M.S., (Nursing) Loyola University 2010. Retired USAF 2006. Since retirement, Gill has worked in various levels of nursing leadership and administrative positions. Interests include adolescent prenatal educational needs, couplet care, and breastfeeding.

**Holly N. Hollis** Assistant Professor of Nursing. B.S. (Nursing) Georgia College & State University 2004, M.S. (Adult Health and Education) Georgia College & State University 2007, Post M.S. (Nursing Education) Georgia College & State University 2008, Ed.D. (Nursing Education) University of Alabama Tuscaloosa 2014. Research interests include technology, social media in higher education to create environments of collaborative learning, and problem based learning in the classroom and clinical settings. Nursing background and interests include critical care, neurology, and emergency room nursing. Munroe 216. [hhollis@wesleyancollege.edu](mailto:hhollis@wesleyancollege.edu)

**Teresa L. Kochera** Associate Professor of Nursing; B.S. (Sociology) Excelsior College 2001, M.S. N. University of Phoenix 2005, Doctorate in Nursing Practice (DNP) Georgia Health Sciences University 2012. I have clinical certifications in Adult Progressive Care (PCCN) and Clinical Nurse Leadership (CNL). My research interests include clinical outcomes improvement through system realignment, the healthcare burden of vulnerable populations, and student-centered education, utilizing simulation technology and service learning. Munroe 214. [tkochera@wesleyancollege.edu](mailto:tkochera@wesleyancollege.edu)

**Marsha Alex Ward Roberts** Assistant Professor of Nursing. B.S. (Microbiology) University of Georgia 1994; M.S. (Nursing) Medical College of Georgia 2010; DNP (Acute Care/Geriatrics) Georgia Regents University (ABD). My interests include critical care, end of life care, and caregiver burnout. I am particularly interested in the implementation of evidence based practice for sepsis patients and its impact on mortality. Munroe 218. [mwroberts@wesleyancollege.edu](mailto:mwroberts@wesleyancollege.edu)

# Undergraduate Admission

**Enrollment Services: Phone, 1-800-447-6610 Email, [admissions@wesleyancollege.edu](mailto:admissions@wesleyancollege.edu)**

Students interested in applying to Wesleyan College should contact the Office of Enrollment Services at **1-800-447-6610**. Students may apply anytime after the conclusion of their junior year of high school. **The early decision and the scholarship priority deadlines are November 15**. Applications received after the **November 15** deadline are welcomed and will still receive consideration for scholarship.

Wesleyan invites all students to visit campus as part of the college search process. Visitors may dine with our students, attend classes, and be full participants in campus activities. A number of special campus preview events are offered each year as well as individual tours every Monday, Wednesday, and Friday at 10 a.m. or 2 p.m. or by special appointment. Reservations for campus visits should be made through the Office of Enrollment Services by calling 800-447-6610 or through our [online reservation form](#).

The Office of Enrollment Services is open Monday through Friday from 8:30 a.m. to 5 p.m. Staff members are available for consultation at these times and at other times by appointment.

Wesleyan is a member of the National Association for College Admission Counseling (NACAC). As such, it supports the Statement of Principles of Good Practice.

**First-Year Entrance Requirements.** Admission to Wesleyan is competitive. The strongest candidates for admission will present evidence of academic achievement, potential for future success, and personal character and talents.

## First-Year Enrollment Checklist

1. **Application for admission:** Complete all parts of the application form and mail to: Wesleyan College; Office of Enrollment Services; 4760 Forsyth Road; Macon, GA 31210-4462. We prefer that you apply online at [www.wesleyancollege.edu/apply](http://www.wesleyancollege.edu/apply).
2. **Application fee:** There is no fee to submit an application online. A \$30 fee is required to process paper applications.
3. **Secondary school transcript:** Have your high school send an official transcript to Wesleyan's Office of Enrollment Services. Prior to enrollment at Wesleyan, students must have an official final transcript sent to Wesleyan from their high school. Home Schooled students are not required to take a GED or any other additional testing in order to apply for admission.
4. **College transcript and other credit options:** High school students often receive college credit through AP or IB exam scores or through dual enrollment programs. Students must submit official scores from AP or IB exams. The College accepts scores of 3, 4, and 5 for Advanced Placement and scores of 4, 5, 6, or 7 for higher level and standard level International Baccalaureate examinations for selected examination(s) within selected disciplines. Students must submit an official score report and an official final transcript to Wesleyan from any college they have attended.
5. **Standardized test scores:** Scholastic Aptitude Test (SAT) results or American College Testing program (ACT) results should be sent to Wesleyan's Office of Enrollment Services by the testing agency or should appear on the transcript sent by the high school. Wesleyan's identification code for the SAT is 5895; for the ACT it is 0876.
6. **School Counselor or Teacher recommendation:** While optional, students are strongly encouraged to submit 1 or 2 recommendations. Recommendation forms can be found online at [www.wesleyancollege.edu/apply](http://www.wesleyancollege.edu/apply).
7. **Deposit:** If admitted, the student must remit the required \$400 enrollment fee. The enrollment fee is refundable until May 1st.

Students who earned an *International Baccalaureate Diploma* at the conclusion of their high school curriculum are not required to take the SAT or the ACT. Wesleyan College awards credit for all higher level and standard level International Baccalaureate (IB) courses for which it has a comparable program. To receive credit, students must earn a score of at least 4 on the examination for that course. Upon receipt of an IB transcript and college admission, students will be awarded up to 30 semester hours of academic credit, with course equivalencies to be determined by program directors in the appropriate disciplines and the registrar. Thirty hours is the maximum amount of credit a student may receive for all credit by examinations.

**Joint/Dual Enrollment.** Students who have completed their sophomore or junior year in high school and are academically talented and highly motivated may be considered for admission to Wesleyan through joint/dual enrollment. A minimum of 12 academic units should be completed and acceptable scores from either SAT or ACT submitted. In addition, students must submit the following: a completed application for admission, a positive recommendation from a high school counselor and/or principal, and a letter of support from a parent or guardian. An interview is strongly recommended. Students may enroll in one or more courses per semester. Full-time enrollment is considered to be a minimum of 12 semester hours. Coursework taken for the purposes of dual enrollment must first be approved by the home high school guidance counselor in coordination with Wesleyan's Registrar. Students admitted through joint/dual enrollment will be considered non-degree seeking. After high school graduation, a student who wishes to remain enrolled should apply for admission as a degree-seeking student. For more information, contact the Office of Enrollment Services. For information regarding the state of Georgia's Move On When Ready program, please visit [www.gadoe.org](http://www.gadoe.org) and search for Move On When Ready or seek information from your High School Guidance Counselor.

**Transient Admission.** A transient student is a student who is currently enrolled at another regionally accredited institution of higher education and wishes to come to Wesleyan and take a course(s) as a non-degree seeking student. The student must provide a letter from the Registrar at the home institution stating the student is in good academic standing and has permission from the home institution to attend. It will be the responsibility of the student, in conjunction with an advisor at the home institution, to select courses appropriate for transfer. The student must provide an official transcript from the home institution and must provide evidence through same that she or he has met Wesleyan prerequisites or their equivalent(s) for any course(s) in which she or he seeks to enroll at Wesleyan College. The instructor of record for a Wesleyan course may waive the prerequisite if he or she deems that the student has adequate preparation to enroll in the class. The transient student must abide by Wesleyan's rules of conduct and all College policies.

**Transfer and Nontraditional Admission.** Wesleyan College welcomes transfer students from two-year, as well as from four-year regionally accredited institutions. Transfer students are encouraged to apply as early as possible because of the time required for receipt of transcripts and the evaluation of transfer credit.

To seek admission by transfer, a student must submit the following items:

1. **Application for admission:** Complete all parts of the transfer and nontraditional application form and mail to: Wesleyan College; Office of Enrollment Services; 4760 Forsyth Road; Macon, GA 31210-4462. We prefer that you apply online at [www.wesleyancollege.edu/apply](http://www.wesleyancollege.edu/apply).
2. **Application fee:** There is no fee to submit an application online. A \$30 fee is required to process paper applications.
3. **College Transcripts and other credit options:** Students often receive college credit through AP or IB exam scores or through dual enrollment programs. Students must submit official scores from AP or IB exams. The College accepts scores of 3, 4, and 5 for Advanced Placement and scores of 4, 5, 6, or 7 for higher level and standard level International Baccalaureate examinations for selected examination(s) within selected disciplines. Students must submit an official score report and an official final transcript to Wesleyan from any college they have attended.
4. **Secondary school transcript or GED:** Have your high school send an official transcript to Wesleyan's Office of Enrollment Services. Prior to enrollment at Wesleyan, students must have an official final transcript sent to Wesleyan from their high school.
5. **Standardized test scores:** (SAT or ACT accepted), if transferring with fewer than 24 semester hours of credit. Scholastic Aptitude Test (SAT) results or American College Testing program (ACT) results should be sent to Wesleyan's Office of Enrollment Services by the testing agency or should appear on the transcript sent by the high school. Wesleyan's identification code for the SAT is 5895; for the ACT it is 0876.
6. **Deposit:** If admitted, the student must remit the required \$400 enrollment fee. The enrollment fee is refundable until May 1st.

A student's prior transcript(s) should reflect a high quality college curriculum. Transfer applicants should be eligible to return to the college last attended in order to be considered for admission to Wesleyan. Students should have obtained a cumulative grade point average of at least 2.00 for unconditional acceptance.

A student enrolling with advanced standing can receive credit for a maximum of three years of a degree program. Credit from a junior college may not exceed 60 semester hours, all of which must transfer as coursework at the 100 and 200

level or as determined by a program director at Wesleyan. The final 30 semester hours of coursework must be taken at Wesleyan.

Transfer coursework taken from all regionally accredited institutions classified as a 'core requirement' may also be applied towards Wesleyan's General Education requirements. Coursework may be accepted as a substitution or as a direct course equivalent. Individual course substitutions may be assigned to Wesleyan's General Education categories as deemed appropriate by the Registrar and the most closely associated Program Director. Credit will be considered for courses with a final grade of "C" or higher.

Credit hours earned in courses accepted for transfer to Wesleyan from other regionally accredited institutions are included in the transfer of student's cumulative hours earned. Grades earned in courses accepted for transfer credit are not reflected in a student's Wesleyan cumulative grade point average.

For Senior Honors (Latin), grades accepted for transfer of credit to Wesleyan will be computed in the cumulative grade point average. ([See Programs for Academic Enrichment, Senior Honors.](#))

**International Students.** Throughout its history, Wesleyan College has enjoyed a strong relationship with international students and welcomes their applications. International applicants must submit the following:

1. **Application for admission:** Complete all parts of the international application form and mail to: Wesleyan College; Office of Enrollment Services; 4760 Forsyth Road; Macon, GA 31210-4462. We prefer that you apply online at [www.wesleyancollege.edu/apply](http://www.wesleyancollege.edu/apply).
2. **Application fee:** There is no fee to submit an application online. A \$30 fee is required to process paper applications.
3. **Standardized test scores:** Scholastic Aptitude Test (SAT) results or American College Testing program (ACT) results should be sent to Wesleyan's Office of Enrollment Services by the testing agency or should appear on the transcript sent by the high school. Wesleyan's identification code for the SAT is 5895; for the ACT it is 0876. International students who earned an *International Baccalaureate Diploma* at the conclusion of their high school curriculum are not required to take the SAT or the ACT. A minimum of 213 (computer-based), 550 (paper-based), or 80 (Internet-based) on the Test of English as a Foreign Language (TOEFL), sponsored by the Educational Testing Service. Wesleyan College will also accept International English Language Testing System (IELTS) scores, sponsored by the British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations. Students must score at least 6.0 on the IELTS, with no subscore lower than 5.5. International applicants from IB Diploma Programs may satisfy the TOEFL or IELTS admission requirement by scoring 4 or higher in the Diploma Program higher-level or standard level English language examinations. Students who graduate from IB diploma programs with a grade point average of 3.0 or higher will receive the President's Scholarship. Students who earn the International Baccalaureate Diploma will receive the Trustee Scholarship. Consult with the Financial Aid office for more information. International applicants who graduate from an English speaking high school or have successfully completed at least 24 hours of study at an English speaking post-secondary institution may ask to have the language proficiency test waived.
4. **Transcripts:** An official copy of the high school transcript; or college/university transcripts translated into English (if necessary), along with a course-by-course credit evaluation from a professional evaluation agency indicating credit hours and grades converted to the semester system of higher education in the United States. (Applicants may contact the Office of Enrollment Services for information regarding credential evaluation agencies.)
5. **School Counselor or Teacher recommendation:** While optional, students are strongly encouraged to submit 1 or 2 recommendations. Recommendation forms can be found online at [www.wesleyancollege.edu/apply](http://www.wesleyancollege.edu/apply).
6. **VISA Documents:** An International Student Certificate of Finance, bank statement, and a copy of a valid passport.
7. **Deposit:** If admitted, the student must remit the required \$400 enrollment fee. The enrollment fee is refundable until May 1st.

While international students may be considered for merit scholarships, they are ineligible for most need-based forms of financial aid. Before an I-20 form can be issued, admitted students must demonstrate the financial wherewithal to cover Wesleyan's costs and complete all required medical forms. On the date that new students move into residence halls, the balance for comprehensive fees is by the due date established by the College and is to be paid by check or money order drawn on an American bank. International high school graduates may be required to provide verification of their high

school transcript and supporting documents, if requested. Contact the Office of Enrollment Services for information regarding credential evaluation agencies.

**Wesleyan College and Guangzhou University Dual-Degree Program.** In 2014, Wesleyan College established a dual-degree program with Guangzhou University (Guangzhou, PRC) for qualified female students from China. Dual-degree students complete their first year of study at Guangzhou University and their second year of study at Wesleyan College, including two summer terms. They return to Guangzhou University for their third and fourth years of study. Through this rigorous program, students complete all requirements for graduation from Wesleyan College and Guangzhou University in order to earn degrees from both institutions.

Students are admitted to Guangzhou University for majors in business administration, economics, or psychology through the Chinese GAOAKAO admission process. Interviews will be used prior to matriculation at Guangzhou University to assess the student's overall English proficiency, leadership qualities, and overall academic ability. Students should contact the Office of Enrollment Services at 1-800-447-6610 or admissions@wesleyancollege.edu for questions related to the second year of study at Wesleyan College. Dual-degree students in the program between Guangzhou University and Wesleyan College will be admitted by Wesleyan College at the time they are admitted by Guangzhou University contingent upon the following:

1. **Application for Admission:** Complete an application for admission to the Wesleyan College study abroad portion of the dual-degree program by October. Complete all parts of the international application form and mail to: Wesleyan College; Office of Enrollment Services; 4760 Forsyth Road; Macon, GA 31210-4462.  
We prefer that you apply online at [www.wesleyancollege.edu/apply](http://www.wesleyancollege.edu/apply).
2. **Transcripts and Test Scores:** Applicants must submit GAOAKAO scores and an English-language high school transcript. Applicants will send their English-language transcripts and GAOAKAO scores to Wesleyan College using the China Higher Education Student Information & Career Center (CHESICC) at <http://www.chsi.com.cn/en/help/howtoapply.ccv.jsp>.
3. **VISA Documents:** The application must include an International Student Certificate of Finance, bank statement, and a copy of a valid passport.
4. **Interview:** Students must successfully pass an interview with Wesleyan College and Guangzhou University staff.
5. **Deposit:** Once admitted, the student is required to submit a \$5,000 deposit by October 15. The balance of tuition, room and board is due by June 1.

Continuing in the program:

- Students must adhere to all policies and procedures of Wesleyan College when studying in the United States and all policies and procedures of Guangzhou University when studying in China.
- Students must demonstrate successful academic progress during their first year at Guangzhou University with a minimum cumulative GPA of 2.0 or higher.
- Students enrolled in the Guangzhou/Wesleyan College Dual-Degree program will send their transcripts to Wesleyan College using the China Higher Education Student Information & Career Center (CHESICC) at <http://www.chsi.com.cn/en/help/howtoapply.ccv.jsp>. Submission of an English-language Verification Report of China Higher Education Student's Academic Transcript should be sent twice, using the timeline below. Students are responsible for the cost of the transcripts.
  - End of First Year at Guangzhou: Send the transcript only after final grades have been posted.
  - After Completion of Thesis: Send the transcript only after final grades have been posted.
- At the conclusion of the study abroad portion of the dual-degree program at Wesleyan College, students will request a transcript from the Registrar at Wesleyan College to be sent to Guangzhou University. Requests for transcripts should be made at <http://www.wesleyancollege.edu/academic/resources/transcript.cfm>. Students are responsible for the cost of the transcript.
- Once all degree requirements are met, Wesleyan College will confer the baccalaureate degree upon its dual-degree graduates. The degree will be conferred during the August commencement ceremony in Macon, Georgia. A separate ceremony will take place at Guangzhou University. Transcripts must be received two weeks prior to the August commencement ceremony in order for a degree to be conferred.

**Readmission.** Students who have left Wesleyan in good academic, financial and social standing are invited to apply for readmission. A student who has withdrawn for a semester or longer must complete the online readmission application. A student who has attended another college or university since attending Wesleyan must submit the online transfer application, a copy of all transcripts and follow all application procedures.

**Students who withdrew from the college and are readmitted must fulfill the general education program, major requirements, and any and all other requirements for the Bachelor of Arts degree in effect at the time of their readmission. Students who completed their general education program at Wesleyan before their withdrawal will be deemed to have completed general education when they are readmitted. (See policy exception for students who take a Leave of Absence.)**

**Academic Renewal.** The Academic Renewal policy is designed for Wesleyan students that have withdrawn or been academically excluded from the College. A student is eligible for academic renewal upon a three-year absence from the College and after submitting an application for readmission to Wesleyan. Once accepted for readmission into the college, previous courses attempted at Wesleyan with a C or better grade will be counted for credit, while all D and F grades will be forgiven. In order to stay under the academic renewal policy, the following criteria and considerations must be met:

1. The courses accepted (i.e. C or better) will only count for credit; they will not be assigned quality points in the overall grade point average.
2. Courses with D or E grades must be repeated at Wesleyan College if they are required in the student's degree program.
3. Transfer semester hours will be evaluated according to existing college policies.
4. Students granted Academic Renewal must adhere to the 30-hour rule - the last 30 hours of coursework must be taken at Wesleyan - to successfully graduate from the program and college.
5. If a student wishes to achieve recognition of Senior Honors (latin), at least 60 hours of her remaining courses must be taken at Wesleyan. Students on Academic Renewal are not eligible for *summa cum laude*.
6. The transcript of a student will include ALL courses taken at Wesleyan.
7. A student is eligible to apply for Academic Renewal only once.

**Admission Notification.** The Office of Enrollment Services thoroughly reviews each file and makes admission decisions according to the guidelines established by the faculty. One of the following decisions may be made on a student's application for admission:

1. **Acceptance:** Students will be notified of their acceptance by a letter from the Office of Enrollment Services. The College reserves the right to withdraw an offer of admission if new information, such as a final transcript, is inconsistent with credentials submitted with the student's application materials for admission.
2. **Provisional Acceptance:** Students may be provisionally accepted to the term for which they apply prior to the receipt of official transcripts. In order to enroll for the semester, students provisionally accepted must submit official transcripts prior to the end of the College's Drop-Take period for that semester.
3. **Acceptance with Conditions:** Students may be accepted to the term for which they apply with conditions placed by the Admission Committee. A student must meet the requirements of the conditions outlined in her acceptance letter. Failure to meet the requirements may result in a student not being allowed to attend the College, thereby revoking her admission.
4. **Denial:** The College recognizes that the process of selecting students for admission cannot predict perfectly students' level of academic ability and motivation or general fit with a college. The College cannot offer admission to all students in a competitive pool of applicants.
5. **Hold:** The Committee may elect to postpone a decision of acceptance or denial by requesting that an applicant first submit additional information such as an updated transcript, new standardized test score, an additional letter of recommendation, scores from Wesleyan's proficiency exams, or arrange an interview with a designated member of the Wesleyan College community.
6. **Waitlist:** Some competitive applicants may be offered an opportunity to be on a waiting list for admission. If the first-year class is not filled by the May 1 candidates' reply date offers of admission may be extended to students on the waiting list. Students who accept a place on the waiting list will be updated on their admission status in mid-May and, if necessary, every two to four weeks thereafter.

*Note: The College reserves the right to change policy. Students should contact the Office of Enrollment Services or refer to current publications for updated information on programs and policies. Satisfying requirements does not guarantee admission.*

## **The Undergraduate Evening Program**

Wesleyan's Evening program is designed for women who are beyond the traditional college age. Students can work toward a first or second degree, or take courses for personal growth. The College gives recognition to and serves women whose maturity makes them excellent students.

**Evening Program.** Wesleyan's Evening Program meets the needs of working women who wish to pursue their education at night and is designed for women who have been out of high school for at least three years and have not enrolled in an institution of higher education or who meet the federal guidelines defining independent students. Wesleyan's Evening Program offers a number of unique features that include: flexible scheduling to allow full- or part-time attendance; electronic hybrid and face-to-face courses that meet one or two nights per week; faculty advisors; writing and mathematics labs; expanded support services; and personalized admissions, registration, and financial aid. The two undergraduate majors offered in the evening program are accounting and business administration.

**Evening Program Application Checklist.** Applicants to the Evening Program must submit the following to the Office of Enrollment Services:

1. **Application for admission:** Complete all parts of the international application form and mail to: Wesleyan College; Office of Enrollment Services; 4760 Forsyth Road; Macon, GA 31210-4462. We prefer that you apply online at [www.wesleyancollege.edu/apply](http://www.wesleyancollege.edu/apply).
2. **Application fee:** There is no fee to submit an application online. A \$30 fee is required to process paper applications.
3. **Secondary school transcript or GED:** Have your high school send an official transcript to Wesleyan's Office of Enrollment Services. Prior to enrollment at Wesleyan, students must have an official final transcript sent to Wesleyan from their high school.
4. **College transcripts or other academic credit:** Submit an official transcript from each college, junior college, technical college, trade school or military training classes (where applicable) previously attended. A student's most recent transcript must reflect good academic standing at the end of her last semester of enrollment with a grade point average of 2.00.

**Second Degree Program.** A nontraditional student who holds a baccalaureate degree from a regionally accredited institution may earn a second baccalaureate degree by completing the course requirements and prerequisites for the major that she is pursuing under the second degree program. Baccalaureate degrees in an applied area of study and degrees from foreign institutions must be evaluated individually. A minimum of 30 semester hours is required to earn a second baccalaureate degree from Wesleyan.

**Non-Degree Seeking Status.** Students taking courses for enrichment, may be accepted on a non-degree basis. Non-degree seeking students must complete an application for admission and submit an official high school transcript, an official GED report, and/or the most recent official college transcript, whichever are appropriate. Additional transcripts may be required from non-degree seeking students who are pursuing teacher certification. Students enrolled on a non-degree basis are not eligible to receive financial aid assistance.

**New Student Assessments.** After a student has been accepted, the next step is to take the New Student Assessments. All students entering Wesleyan College must complete online New Student Assessments before registration. These assessments measure current knowledge in a particular subject so that each student can be placed in an appropriate course according to her foundation in this area.

Three areas of knowledge will be measured: Writing, Math and Foreign Language.

**Writing:** Wesleyan College courses require strong writing skills across disciplines. Faculty are dedicated to helping students develop writing abilities. In order to place students in courses which support their current writing skills, the Writing Program requires each student to take a College Writing Proficiency Assessment. The Writing Proficiency Assessment not only helps faculty to understand each student's unique writing needs, it is also required for the successful completion of the general education program.

Faculty within the English Department score the assessment, which may indicate the need to enroll in WRI 101 (Fundamentals of College Writing) or WRI 100 (Writing in English as a Second Language), when offered, if English is not a student's first language. When space is available WRI 100 is optional for exchange students.

A student should enroll in WRI 101 or WRI 100 during her first semester, as the course will prepare the student for the writing demands of other courses at Wesleyan.

**Math:** All Wesleyan students are welcomed and encouraged to include the study of mathematics in their coursework. A student begins her mathematics program at the level indicated by her background, interests, and preparation as determined by the College mathematics placement assessment. The study of mathematics provides necessary skills and concepts essential in other areas of study, including natural sciences, social sciences, business, and education. Therefore, a sufficient score on the mathematics placement assessment is a prerequisite to many courses, not just those in the Mathematics department. The student is guided in her selection of the appropriate mathematics courses by the requirements of each discipline, her previous mathematics courses and consultation with her advisor.

**Foreign Language:** The Bachelor's degree offered at Wesleyan College is earned through a rigorous four-year curriculum in the liberal arts and sciences that is faithful to the origins of the College and that encompasses the best of current thinking about education. The curriculum recognizes that, if students are to succeed in this world and shape the world of tomorrow, they need more than breadth and depth of knowledge. One of the challenges brought forth through Wesleyan's academic program is that students meet the needs of being familiar with cultures other than their own. To this end, completion of modern foreign language courses to the intermediate level is a requirement of the general education program. A student begins demonstrating her proficiency in a modern foreign language by completing the foreign language placement assessment.

Wesleyan requires all entering students to take the assessment in the language studied in high school even if they are considering beginning a different language at Wesleyan College.

Prior to enrolling in a foreign language course, students may need to interview with a foreign language faculty member to determine exact course placement.

**Transgender Admissions Policy.** Founded in 1836, Wesleyan College is forever first for women's education – striving for excellence, grounded in faith, and engaged in service to the world. Wesleyan offers an education that leads to lifelong intellectual, personal, and professional growth, and our four cornerstones include academics, women, faith, and community. Consistent with our values of respect for diversity among people, religions, and cultures, Wesleyan will consider for admission all applicants who consistently self-identify and live as women. Application materials must support this self-identification, and our admission counselors will help guide prospective students who need assistance with this process.

This admissions policy reflects the College's commitment to maintaining a diverse, academically talented, and well-rounded community of learners in an atmosphere of mutual respect and appreciation of differences, and it does not affect students who transition during their time at Wesleyan. Once enrolled, any such students may continue their education at Wesleyan with the full support of the College. Should any students who transition during their time at Wesleyan decide that our mission no longer aligns with their needs, the College will work with them to find new homes to complete their educational goals. Until such a request is made, however, Wesleyan's primary goal will be to retain and meet the needs of all of its students as they pursue their degrees.

# Academic Credit Options

Wesleyan College offers the following options for awarding academic credit where appropriate.

**1. Credit for prior learning.** Students who are enrolled in a degree program may earn a maximum of 15 semester hours of academic credit for prior, college-level learning experiences by submitting a portfolio documenting knowledge gained through such experience. Preparation of the portfolio, however, does not guarantee credit. The student must have attained the knowledge, competency, and/or analytical and synthesizing abilities equivalent to that which she would have gained in the college classroom. The portfolio consists of an autobiography, chronology, resume, statement of skills, and may include certificates, letters from employers or other experts, job descriptions, licenses, programs listing the student as a participant or conductor, or work samples.

Application is made through the office of the Provost of the College. Applicants work closely with a faculty evaluator from the appropriate discipline who will examine the portfolio and determine what, if any, further information or evaluation (tests, demonstration) may be needed to measure learning. The Portfolio Review Committee (three members of the Curriculum Committee chosen by the Provost of the College) in conjunction with the faculty evaluator and portfolio assessment officer make the decision on awarding of credit. Students must complete the portfolio within two semesters. Such credit is granted on a Credit/No Credit basis. Letter grades are not awarded. Certain fees apply.

**2. Transfer Credit.** A student may transfer up to 90 semester hours of credit from a regionally-accredited four-year institution. No more than 60 semester hours can transfer from a regionally-accredited junior or community college. International transcripts are evaluated on a case-by-case basis.

*Transfer coursework taken from all regionally accredited institutions classified as a 'core requirement' may also be applied towards Wesleyan's General Education requirements. Coursework may be accepted as a substitution or as a direct course equivalent. Individual course substitutions may be assigned to Wesleyan's General Education categories as deemed appropriate by the Registrar and the most closely associated Program Director.*

**3. Credit by Examination.** Wesleyan College has an established program for awarding credit by examination. The general conditions related to awarding credit, the applicable testing programs, and standards for awarding credit are outlined below.

## General Condition for Awarding Credit by Examination:

A. A maximum of thirty (30) semester hours will be accepted from the combined sources of College-Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), Cambridge International Examinations (A-Levels), and Departmental Examinations.

B. No student will be permitted credit by examination for a course after she has enrolled in the course.

C. Credit earned by examination will be recorded on the student's record by course, course number, and semester hours earned. No grade or grade points will be assigned.

### (1) Advanced Placement Program (AP) of the College Entrance Examination Board

AP Course	Score	Course Equivalent	Hrs
<b>ART, ART HISTORY, &amp; MUSIC:</b>			
Art, History of	3	ARH 126	3
		ART 101*,	
Art, Studio (2D, 3D, Drawing)	3	106*, or 108*	3
Music Theory	4	MUS 181	3

*\*Note: Determination of equivalent will be based upon portfolio review by Art faculty.*

**ECONOMICS**

Economics (Macroeconomics)	3	ECO 102	3
Economics (Microeconomics)	3	ECO 104	3

**ENGLISH**

English Language and Comp.	3	ENG 101	3
English Literature and Comp.	3	ENG 111	3

**HISTORY & POLITICAL SCIENCE**

European History	3	HIS 210	3
Government & Politics: Comparative	3	POL 222	3
Government & Politics: U.S.	3	POL 115	3
U.S. History	3	HIS 130 <b>or</b> HIS 135	3
World History	3	HIS 120 <b>or</b> HIS 125	3

**LANGUAGE**

Chinese Language or Chinese Literature:

3	CHN 102	3
4	CHN 102 & 211	6
5	CHN 102, 211, & 212	9

French Language or French Literature:

3	FRN 102	3
4	FRN 102 & 211	6
5	FRN 102, 211, & 212	9

German Language or German Literature:

3	GER 102	3
4	GER 102 & 211	6
5	GER 102, 211, & 212	9

Spanish Language or Spanish Literature:

3	SPA 102	3
4	SPA 102 & 211	6
5	SPA 102, 211, & 212	9

**MATHEMATICS & COMPUTER SCIENCE**

Calculus AB	3	MAT 205	3
Calculus BC	4	MAT 205 & 206	6
Computer Science A	4	CSC 216*	3

*\*Note: Student must master the language in CSC 216 to meet prerequisite for CSC 218.*

Computer Science AB	4	CSC 216 & CSC 218	6
Statistics	3	MAT 220 or PSY 220	3

## PSYCHOLOGY

Psychology	3	PSY 101	3
------------	---	---------	---

## SCIENCE

Biology	3	BIO 110 & 112*	8
---------	---	----------------	---

*\*Note: Student may enroll in BIO 203 with concurrent enrollment in CHM 101 or consent of department. Contingent upon passing BIO 203 or any upper-level biology course with laboratory, course credit will be given for BIO 110 & BIO 112. The student may choose not to accept the above course credits & placements at her discretion.*

Chemistry	4	CHM 101 & 102*	8
-----------	---	----------------	---

*\*Note: Credit will be awarded upon successful completion of CHM 101L & CHM 102L or by successful completion of a higher-level laboratory-intensive course in chemistry.*

Environmental Science	4	ESC 150*	4
-----------------------	---	----------	---

*\*Note: Credit will be awarded upon successful completion of ESC 150 Lab or by successful completion of a higher-level laboratory-intensive course in environmental science.*

Physics B	4	PHY 115*	4
-----------	---	----------	---

*\*Note: or, PHY 121 upon earning a grade of C or higher in PHY 122.*

Physics C: Mechanics	4	PHY 121	4
----------------------	---	---------	---

Physics C: Electricity & Magnetism	4	PHY 122	4
------------------------------------	---	---------	---

## (2) College-Level Examination Board (CLEP)

CLEP Exam	Score	Course Equivalent	Hrs
-----------	-------	-------------------	-----

## COMPOSITION & LITERATURE

American Literature	50	ENG 211 & 212	6
---------------------	----	---------------	---

Analyzing & Interpreting Lit.	50	ENG 111	3
-------------------------------	----	---------	---

English Composition:	50	ENG 101	3
----------------------	----	---------	---

with optional essay	50	ENG 101*	3*
---------------------	----	----------	----

*\*Note: Credit will be awarded upon successful performance on a written essay graded by the Wesleyan faculty.*

English Literature	50	ENG 201 & 202	6
--------------------	----	---------------	---

Humanities	50	Elective	3
------------	----	----------	---

## SCIENCE & MATHEMATICS

College Algebra	50	MAT 130	3
-----------------	----	---------	---

Biology	50	BIO Elective 3	
---------	----	-------------------	--

Chemistry	50	CHM 101 & CHM 102	8**
-----------	----	-------------------	-----

*\*\* Credit will be awarded upon successful completion of CHM 101L & CHM 102L or a higher-level laboratory-intensive course in chemistry.*

Calculus	50	MAT 205	3
College Mathematics	50	Elective	3
Natural Sciences	50	Elective	3
PreCalculus	50	MAT 140	3

## FOREIGN LANGUAGES

French Language	50	FRN 101 & FRN 102	6
French Language	62	FRN 101, 102, 211, 212	12
German Language	50	GER 101 & GER 102	6
German Language	63	GER 101, 102, 211, 212	12
Spanish Language	50	SPA 101 & SPA 102	6
Spanish Language	63	SPA 101, 102, 211, 212	12

## HISTORY & SOCIAL SCIENCES

American Government	50	POL 115	3
History of the U.S. I	50	HIS 130	3
History of the U.S. II	50	HIS 135	3
Educational Psychology	50	Elective	3
Human Grow. & Develop.	50	PSY 240	3
Macroeconomics	50	ECO 102	3
Microeconomics	50	ECO 104	3
Psychology	50	PSY 101	3
Social Sciences & History	50	Elective	3
Sociology	50	Elective	3
Western Civilization I	50	Elective	3
Western Civilization II	50	Elective	3

## BUSINESS

Financial Accounting	50	ACC 201	3
Business Law	50	BUS 310	3
Information Systems & Computer Applications	50	ACC 333	3
Management	50	BUS 315	3
Marketing	50	BUS 303	3

**(3) International Baccalaureate (IB): (Score range 1-7)**

Students who earned an International Baccalaureate Diploma at the conclusion of their high school curriculum are not required to take the SAT or ACT for admission to Wesleyan College.

Wesleyan College awards credit for all higher level and standard level International Baccalaureate (IB) courses for which it has a comparable program. To receive credit, students must earn a score of at least 4 on the examination for that course. Upon receipt of an IB transcript and college admission, students will be awarded up to 30 semester hours of academic credit, with course equivalencies to be determined by program directors in the appropriate disciplines and the registrar. Thirty hours is the maximum amount of credit a student may receive for all credit by examinations.

<b>IB Course</b>	<b>Score</b>	<b>Course Equivalent</b>	<b>Hrs</b>
<b>GROUP 1</b>			
Language A1	4	ENG 101 & 111	6
<b>GROUP 2</b>			
Language B	4	[Language] <sup>*</sup> 101 & 102	6
<i>*Chinese (Mandarin), French, German, Japanese, or Spanish</i>			
<b>GROUP 3</b>			
Business	4	BUS 105	3
Economics	4	ECO 102 & 104	6
History of Americas	4	HIS 130 & 135	6
History of Europe	4	HIS 120 & 125	6
Management	4	BUS 106	3
Psychology	4	PSY 101	3
<b>GROUP 4</b>			
Biology (SL)	4	BIO 110	4
Biology (HL)	4	BIO 110 & 112	8
Chemistry (SL)	4	CHM 101	4
Chemistry (HL)	4	CHM 101 & 102	8
Physics	4	PHY 115	4
<b>GROUP 5</b>			
Further Mathematics (HL)	4	MAT 205 & 206	6
Mathematical Studies (SL)	4	MAT 130 & 192	6
Mathematics (SL)	4	MAT 140 & 192	6
Mathematics (HL)	4	MAT 140 & 205	6

**GROUP 6**

Music	4	MUS 150	3
Theatre	4	THE 110	3
Visual Arts	4	ARH 126	3

**(4) Cambridge International Examinations (CIE): A-Levels**

Art	A, B, C*
-----	-------------

*\*Note: Students who score C or higher are invited to submit a portfolio to the faculty in the art department for review. The student will be asked to write a two-page analysis of her work and to discuss the work with the art faculty, after which the faculty will determine the course(s), if any, for which the student may receive credit.*

Biology	A, B, C	BIO 110 & 112	8
Business Studies	A, B	BUS 105	3
Chemistry*	A, B	CHM 101 & 102	8*

*Note: \*Credit will be awarded upon successful completion of CHM 101L and 102L or upon successful completion of a higher-level, laboratory-intensive course in chemistry.*

Economics	A, B	ECO 102 & 104	6
English	A, B	ENG 111	3
History	A, B	HIS Elective	3
Mathematics	A, B	MAT 205 & 206*	6

*\*Note: MAT 206 credit awarded only if an A is earned.*

Physics	A, B	PHY 115*	4*
Politics and Government	A, B	POL Elective	3
Psychology	A, B, C	PSY 101	3
Spanish	A, B	SPA 211 & 212	6

**(5) Departmental Examinations**

With the permission of the faculty, a student may challenge a course(s) within the curriculum through departmental examination. Students seeking to challenge a course for credit should consult with the faculty member who teaches the course for the appropriate procedure. Credit earned through departmental examination is recorded as credit only. Neither a grade nor honor points is assigned to credit earned through a departmental challenge exam. Consult the Wesleyan College Catalogue for fees associated with course challenge.

# **Undergraduate Academic Programs**

Wesleyan College offers two baccalaureate degree programs:

- [Bachelor of Arts - AB \(Artium Baccalaureae\)](#)
- [Bachelor of Science in Nursing \(BSN\)](#)

# Bachelor of Arts (AB Artium Baccalaureae)

**Bachelor of Arts - AB (*Artium Baccalaureae*)** Wesleyan offers the bachelor of arts degree through a rigorous four-year curriculum in the liberal arts and sciences that is faithful to the origins of the college and that encompasses the best of current thinking about education. The curriculum ensures depth of knowledge through the required major and the optional minor. It ensures breadth of learning through an exciting, learner-centered general education program that grows directly out of the mission of the college.

## Requirements for the Bachelor of Arts

### I. The student must satisfy proficiency in modern foreign language and writing.

Students entering Wesleyan College must complete online New Student Assessments before registration. Language and writing proficiency is essential to successful completion of the general education program.

#### A. Modern Foreign Language Proficiency Requirement

Wesleyan values the insights into other cultures that people learn through the study of modern foreign languages and thus requires a minimum of two semesters of one language or its equivalent. The College offers beginning courses in Chinese (Mandarin), French, German, Japanese, and Spanish for students who do not already meet the requirement upon matriculation.

#### Means of meeting the Modern Foreign Language Proficiency Requirement:

1. Students entering Wesleyan may show proficiency in Chinese (Mandarin), French, German, Japanese, or Spanish through taking the College's new student assessments and placing above the second-semester level of the language (101 and 102). Students who place out of the first-semester (101) level will complete the requirement by taking the second-semester (102) course. In Spanish, some students may place out of part of the 101 course and complete the requirement by taking the 4-credit hour Spanish 150 course. (See the Foreign Language Placement Policy below.)
2. Students may complete courses through the second-semester level (both 101 and 102 in Chinese, French, German, Japanese, or Spanish). A student must earn a grade of C or better in these courses in order to continue into the next course and to earn proficiency credit. If a student repeats a course in which she has earned a D or F, she will receive credit for the hours only one time. Courses taken to meet the proficiency requirement may not be taken on the Credit/No Credit grading option.
3. International students whose home country does not have English as an official language according to The World Factbook of the Central Intelligence Agency, and who were required to take the TOEFL as part of the college admission process, will be exempted from the foreign language proficiency requirement, but may take language courses as part of their regular course of study. Exempted students will not receive any credit hours for the exemption.

#### B. Writing

1. Students must demonstrate the ability to write effectively through completion of a timed essay via the online new student assessment process which assesses their command of skills essential to college-level writing. A student will not be allowed to write the proficiency essay a second time except under extraordinary circumstances, to be determined by the English department.
2. Students who fail to demonstrate proficiency on the timed essay will enroll in WRI 101. A non-native speaker of English may enroll in WRI 100 in lieu of WRI 101. Students who place in WRI 100 or 101 must enroll in the course during one of their first two semesters at Wesleyan and may not withdraw from the course. A student who does not pass the class with a grade of C or higher must repeat the class the next semester. A student who does not pass WRI 100 with a C or better may take WRI 100 or WRI 101 to meet proficiency. If a student repeats WRI 100 or 101 in which she has earned a D or F, she will receive credit for the hours only one time. Credit for writing courses taken at other institutions will not satisfy the writing proficiency requirement at Wesleyan College.

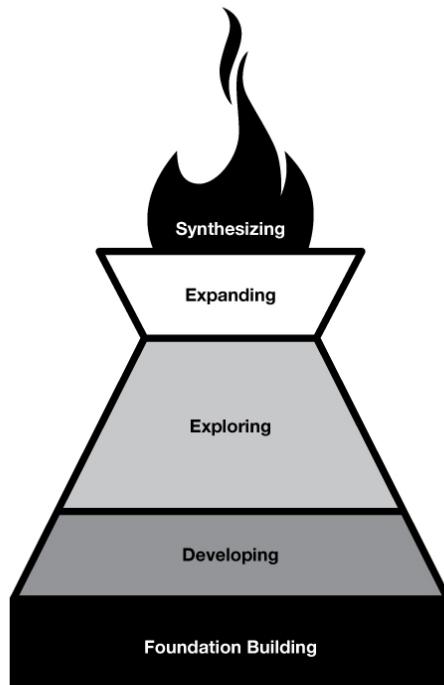
## **II. The student must complete the Wesleyan general education program.**

**The Wesleyan General Education Program.** Based on the proposition that an impassioned learner is best prepared to live a fully realized life, Wesleyan College's General Education Program gives women the chance to gain knowledge and develop skills needed to live purposefully and successfully in a rapidly changing world. The Wesleyan College General Education Program broadens women's perspectives and encourages innovation. A successful Wesleyan College graduate integrates knowledge from many sources, thinks deeply and creatively, and understands and responds to her individual, local, and global responsibilities. A Wesleyan College graduate sees the importance of and makes connections among liberal arts disciplines: humanities and fine arts, social sciences, natural sciences and mathematics. She lives as an engaged citizen, making sound ethical and personal decisions, communicating her views clearly and persuasively and working in communities to solve problems.

The General Education curriculum provides academic experiences for students to hone their intellectual, expressive, and creative skills individually and collaboratively. The curriculum enables students to learn about the world through a variety of disciplinary perspectives and ways of learning. Many of these experiences also challenge disciplinary boundaries, encouraging students to integrate strategies for understanding, analyzing, evaluating, and contributing to a body of knowledge. Seven learning objectives identify the content focus of general education classes, and three competencies indicate the skills students strengthen as they complete the general education curriculum and prepare to make their unique contributions to local and global communities.

The General Education Program at Wesleyan College requires 37-38 credit hours and a minimum of 12 courses, distributed as follows: 1 course in foundation building, 3 courses for developing competencies in essential skills, 4 courses in which she explores fundamental issues that meet different learning objectives, 2 upper-level courses in which she expands on her foundational knowledge, and 1 interdisciplinary synthesizing course.

In the process of completing the nine developing, exploring, and expanding courses, she shall take two courses (with different prefixes) from each of the following four areas of knowledge: fine arts, humanities, natural science and mathematics, and social and behavioral sciences/professional studies. Finally, each student must participate in professional preparation or reflection plus complete an integrative capstone class; these last two requirements are met within the student's major program. The requirements of the General Education Program are closely tied to the three competencies and seven learning objectives outlined below. The details of each of the various required courses are explained in sections A-G below.



**Competencies.** As she pursues her studies in general education, a Wesleyan student develops her competence in the following areas:

1. Writing
2. Speaking
3. Quantitative Reasoning

**Learning Objectives.** Through her work in General Education, a Wesleyan student develops an understanding of:

1. how current thought, actions, and behaviors are informed by historical events and phenomena;
2. how the natural world functions;
3. how individuals function and interact within and among communities;
4. how individuals and groups think and express creatively through diverse art forms and media;
5. how women's experiences are shaped by such factors as age, class, ethnicity, gender, race, religion, and sexuality;
6. how living in a diverse and interdependent world presents both challenges and opportunities;
7. how a liberal arts education provides a foundation for future professional success.

**A. Foundation Building: The Wesleyan Integrative Seminar Experience (1 course).** Each student shall complete the Wesleyan Integrative Seminar Experience (WISe 101), which will lay the foundation for her future coursework at Wesleyan. Students who enter Wesleyan begin their academic program with this course designed to introduce academic life at Wesleyan by modeling our diverse and challenging academic community, asking students to examine intentionally the value of a Wesleyan education for them, and helping them acquire skills and strategies for success at Wesleyan.

WISe 101 Wesleyan Integrative Seminar Experience focuses on who women are and what tools women need to be successful in today's world. Because it is the first course that recent high school graduates take, WISe 101 includes several unique components: (a) WISe 101 Lab is a one-hour lab emphasizing the academic, social, and emotional transition to college, which is taught by student affairs professionals/faculty and graded as part of WISe 101; (b) the instructor of each fall section is ordinarily the academic advisor for the student.

Entering First Year students must complete WISe requirements. Because WISe 101 is fundamental for success at Wesleyan College, students may not withdraw from this course. The only exception is that students who have reached the point in WISe 101 when it is impossible for them to earn a grade above an E, students may petition their WISe instructor and the Director of the First Year Experience for permission to withdraw from the course. If both the instructor and the Director of FYE give permission, the student may withdraw from the course, meet with the Director of the FYE to plan her academic future, and then take an approved substitute course for WISe credit.

The seminar has five goals:

1. To provide students with an understanding of the nature and value of a Wesleyan education.
2. To provide students with the academic skills foundational to success in college, particularly writing and critical thinking.
3. To provide students with the skills and strategies needed to make a successful transition to college.
4. To have students experience learning as the active construction of knowledge by working together as part of a diverse academic community committed to the free and open exchange of ideas.
5. To expose students to juxtaposed disciplinary methods including women's studies.

**Traditional Students.** Traditional students entering Wesleyan in the fall semester directly from high school will fulfill their Wesleyan Integrative Seminar Experience requirements by completing WISe 101 during the fall semester of their first year of college.

Traditional students entering directly from high school and admitted to the college in January will fulfill their Wesleyan Integrative Seminar Experience requirements by taking or receiving credit for ENG 101 (3).

Traditional students who have earned an associate's degree through joint/dual enrollment while in high school have the option of choosing the Traditional First-Year Students curriculum or the Traditional Transfer Students and Nontraditional Students curriculum. The student is responsible for notifying the registrar's office of her decision before the end of the

drop/take period of her first semester. Should the student fail to notify the registrar before the published end of the drop/take period of her first semester, she will be classified as a traditional transfer student.

If a student does not successfully complete WISe 101 Wesleyan Integrative Seminar Experience I (3), she will take ENG 101 English Composition: Essays (3) to replace WISe 101.

**Traditional Transfer Students and Nontraditional Students (transfers and first-time college students).** Traditional students who have completed two semesters of full-time enrollment at another institution and nontraditional students (either first-time college students or transfers) will fulfill the Wesleyan Integrative Seminar Experience requirements by earning or receiving credit for ENG 101 (3 hr).

Students who do not meet writing proficiency must successfully complete WRI 101 before they can take ENG 101. Those students must enroll in WRI 101 in one of their first two semesters.

Students enrolled in the Wesleyan College/Guangzhou University dual-degree program will take WISe 201 to fulfill their Wesleyan Integrative Seminar Experience requirements.

**B. Developing Competencies (3 courses).** To develop and strengthen skills in writing, oral communication, and quantitative reasoning, each student is required to complete one 3-4 hour course in each of these three areas. The course may be in any field including the major field.

### **Writing Competency**

The writing competency ensures that students learn to write clearly and correctly to convey their ideas to a variety of professional and academic audiences. It stresses the importance of proper source use, clear argumentation, and an understanding of basic rhetorical formats and professional style guides, such as MLA and APA. Because students will benefit from learning research writing skills early in their academic careers, the writing competency requirement must be completed within a student's first 60 hours at Wesleyan. Students will fulfill the Writing Competency requirement by earning or receiving credit for one of the following:

ARH 126 The Critical Eye (3) - Fine Arts

ARH 230 Masterpiece (3) - Fine Arts

THE 245 Shakespeare on Page and Stage (3) - Fine Arts

ENG 111 Analyzing Literature (3) - Humanities

ENG 235 Narratives of Nature: American Literature and Environmental Studies (3) - Humanities

ENG 265 Professional Writing (3) - Humanities

PHI 210 Introductory Reading in Philosophy (3) - Humanities

REL 225 Exploring the World's Religions (3) - Humanities

EDU 207 Dynamics of Children's Literature (3) - Social & Behavioral Sciences/Professional Studies

HIS 210 The West and the Classical Age (3) - Social & Behavioral Sciences/Professional Studies

### **Speaking Competency**

The speaking competency is designed to develop in students the ability to think critically, reason soundly, and evaluate evidence correctly. In addition, students should learn to organize information coherently, articulate content clearly, deliver ideas effectively, listen to others appropriately, and engage in constructive discussion and debate in a variety of interpersonal, group, and public contexts. Students will fulfill the Speaking Competency requirement by earning or receiving credit for one of the following:

THE 110 Theatre Practice and Criticism (3) - Fine Arts

COM 202 Public Speaking (3) - Humanities

ENG 217 African American Literature (3) - Humanities

BIO 203 Research Methods in the Natural Sciences (4) - Natural Sciences and Mathematics

HIS 215 Reacting to the Past (3) - Social & Behavioral Sciences/Professional Studies

PSY 106 Introduction to Human Services (3) - Social & Behavioral Sciences/Professional Studies

## **Quantitative Reasoning Competency**

The quantitative reasoning competency is intended to help develop a student's understanding of some of the logical, numerical, and graphical aspects of problems and issues of interest. Such an understanding is needed in our technological society, and has a wide variety of applications in virtually all academic and vocational endeavors.

New students who do not have an SAT or ACT Math score must take a mathematics assessment to determine which of the mathematics courses is most appropriate. A student with an SAT mathematics score of 600 or higher or an ACT mathematics score of 28 or higher may register for any of the Quantitative Reasoning courses listed below except for MAT 206. Placement into MAT 206 (Calculus II) or more advanced mathematics courses will be done through academic advising in consultation with a member of the mathematics faculty. Students will fulfill the Quantitative Reasoning Competency requirement by earning or receiving credit for one of the following:

MUS 181 Foundations of Music (3) - Fine Arts  
MAT 140 Precalculus Mathematics (3) - Natural Sciences and Mathematics  
MAT 150 Modeling with Algebra (3) - Natural Sciences and Mathematics  
MAT 192 Introduction to Mathematical Reasoning (3) - Natural Sciences and Mathematics  
MAT 205 Calculus I (3) - Natural Sciences and Mathematics  
MAT 206 Calculus II (3) - Natural Sciences and Mathematics  
MAT/PSY 220 Statistical Methods (3) - Natural Sciences and Mathematics

**C. Exploring Foundational Knowledge (4 courses).** All Wesleyan students will be exposed to foundational knowledge from different disciplines. The Exploring courses meet the following learning objectives and students will fulfill the Exploring requirement by earning or receiving credit for one of the following in all objectives:

**1. how current thought, actions, and behaviors are informed by historical events and phenomena;**

ARH 235 Outside the Mainstream (3) - Fine Arts  
MUS 150 From Bach to Rock (3) - Fine Arts  
FRN 211 Intermediate French I (3) - Humanities  
SPA 211 Intermediate Spanish I (3) - Humanities  
WST 200 Women, Culture, & Society (3) - Humanities  
ECO 206 History of Economic Thought (3) - Social & Behavioral Sciences/Professional Studies  
HIS 130 The American Experience to 1877 (3) - Social & Behavioral Sciences/Professional Studies  
HIS 135 The American Experience from 1877 (3) - Social & Behavioral Sciences/Professional Studies

**2. how the natural world functions;**

BIO 103 Human Biology (4) - Natural Sciences and Mathematics  
BIO 110 Principles of Biology I (4) - Natural Sciences and Mathematics  
CHM 101 General Chemistry I (4) - Natural Sciences and Mathematics  
ESC 150 Principles of Environmental Science (4) - Natural Sciences and Mathematics  
PHY 106 Astronomy (4) - Natural Sciences and Mathematics  
PHY 121 General Physics I (4) - Natural Sciences and Mathematics

**3. how individuals function and interact within and among communities;**

COM 103 Communication Theory (3) - Humanities  
PHI 216 Faith and Doubt (3) - Humanities  
PHI 223 Ethics (3) - Humanities  
REL 100 Theories and Methods in Religious Studies (3) - Humanities  
REL 120 Christianity (3) - Humanities  
REL 290 Readings in Religious Studies (3) - Humanities  
BUS 105 Contemporary Business (3) - Social & Behavioral Sciences/Professional Studies  
BUS 106 Business and Society (3) - Social & Behavioral Sciences/Professional Studies  
EDS 114 Understanding Learning (3) - Social & Behavioral Sciences/Professional Studies  
POL 115 American Politics (3) - Social & Behavioral Sciences/Professional Studies  
POL 240 Introduction to Political Thought (3) - Social & Behavioral Sciences/Professional Studies

**4. how individuals and groups think and express creatively through diverse art forms and media.**

Students may take either one 3-hr course in ART or THE, or three 1-hr MUP courses.

- ART 101 Drawing (3) - Fine Arts
- ART 106 Understanding Images (3) - Fine Arts
- ART 108 3-D Design (3) - Fine Arts
- ART 110 Creativity: Art/Design from Nature (3) - Fine Arts
- ART 225 Graphic Design (3) - Fine Arts
- ART 231 Ceramics (3) - Fine Arts
- ART 241 Sculpture (3) - Fine Arts
- ART 250 Traditional and Digital Printmaking (3) - Fine Arts
- ART 275 Digital Photography (3) - Fine Arts
- ENG 161 Creative Writing (3) - Humanities
- MUP 101 Concert Choir (1) - Fine Arts
- MUP 103 Instrumental Ensemble (1) - Fine Arts
- MUP 105/106 Voice Class (1) - Fine Arts
- MUP 107/108 Piano Class (1) - Fine Arts
- THE 102 Performance and U.S. Culture (3) - Fine Arts
- THE 125 Acting I (3) - Fine Arts

**D. Expanding Foundational Knowledge (2 courses).** After the student has built a foundation of knowledge from various disciplines by taking four Exploring courses, she then develops depth of knowledge outside of her major discipline by completing two Expanding courses. The Expanding courses also act as a bridge to help prepare students for the senior integrative experience. The Expanding courses meet the following learning objectives and students will fulfill the Expanding requirement by earning or receiving credit for one of the following in all objectives:

**5. how women's experiences are shaped by such factors as age, class, ethnicity, gender, race, religion, and sexuality;**

- ARH/WST 354 Women's Issues in Contemporary Art (3) - Fine Arts
- MUS/WST 215 Women, Music and Culture (3) - Fine Arts
- THE/WST 335 Race, Gender, Ethnicity, Performance (3) - Fine Arts
- HUM/WST 260 Women's World Literature (3) - Humanities
- WST 250 Cross-Cultural Perspectives on Women (3) - Humanities
- ECO/WST 210 Women and Economic Development (3) - Social & Behavioral Sciences/Professional Studies
- HIS/WST 267 Women in World History (3) - Social & Behavioral Sciences/Professional Studies
- HIS/WST 377 Seminar in Women's History (3) - Social & Behavioral Sciences/Professional Studies
- POL/WST 225 Women and Politics (3) - Social & Behavioral Sciences/Professional Studies

**6. how living in a diverse and interdependent world presents both challenges and opportunities;**

- ARH 216 Art of the Spirit (3) - Fine Arts
- TRA 240 Travel Study (3) - Fine Arts
- COM 216 Intercultural Communication (3) - Humanities
- ENG 205 Perspectives on World Literature (3) - Humanities
- SPA 220/320 Medical Spanish (3) - Humanities
- TRA 242 Travel Study (3) - Humanities
- TRA 244 Travel Study (3, 4) - Natural Sciences and Mathematics
- AST 250 Introduction to Chinese Culture (3) - Social & Behavioral Sciences/Professional Studies
- HIS 120 Early Civilizations (3) - Social & Behavioral Sciences/Professional Studies
- HIS 125 The Emergence of the Modern World (3) - Social & Behavioral Sciences/Professional Studies
- POL 222 Comparative Politics (3) - Social & Behavioral Sciences/Professional Studies
- POL 230 International Relations (3) - Social & Behavioral Sciences/Professional Studies
- TRA 246 Travel Study (3) - Social & Behavioral Sciences/Professional Studies

**E. Synthesizing Courses (1 course).** Each student shall complete one interdisciplinary Synthesizing course (3 semester hours), which must be outside of the student's major. While critical thinking skills are emphasized throughout the Wesleyan General Education program, the synthesizing courses are upper-level courses that give special attention to critical thinking skills. Critical thinking courses allow students to establish expertise in the various techniques of acquiring, organizing, analyzing, interpreting, applying, evaluating, manipulating, and presenting information from a variety of sources. These sources may include texts of information that may be written, visual, or oral. The student will apply these techniques in courses that are writing and discussion intensive. Students will fulfill the Synthesizing requirement by earning or receiving credit for one of the following:

ARH 325 Greek and Roman Art

ARH 327 Renaissance Art

EDS 301 The Playful Learner: Examining Play in Cultures, Society, History, and Marketing

EDS 313 Children, Nature and Society

ENG 215 Digital Culture

HIS 323 20th Century Genocide

HIS 348 Terror and Terrorism in the Modern World

HIS 352 American Wars in the Twentieth Century

PHI/REL 309 From Modern to Postmodern

PHI/WST 355 Seminar in Gender and Philosophy

POL 335 Politics of the Developing World

POL 351 Nuclear Weapons

PSY/WST 301 Psychology of Women

REL 310 Religion and Society

WIS 301 Wesleyan Liberal Arts Seminar

**F. Professional Development.** To experience how a liberal arts education provides a foundation for future professional success, to establish academic, personal, and professional goals, and develop and demonstrate tools and strategies for personal and professional growth (learning objective #7), each student will undertake a 1-credit hour (minimum) Professional Development Experience (PDE) after she has completed 60 hours. A PDE can come in the form of an internship, professional research experience, community service project, creative work culminating in an exhibition or performance, or a self-designed project. Each student will also create an ePortfolio to document and reflect upon her learning experiences as they relate to career and professional goals. The ePortfolio will include several required learning modules (personal statement, transferable skills narrative, resume, and PDE reflection) in addition to any other items the student may want to incorporate. Students will share the completed ePortfolio with her faculty advisor prior to graduation.

**G. The Integrative Experience (1 course).** Each student will also complete a General Education Integrative Experience in which she enhances her capacity for integrative thinking through an interdisciplinary capstone experience that encourages her to make connections between her major and her general education. This experience will help her reflect on the methods, approaches, and/or content of her major discipline and give her an opportunity to connect her discipline with both her general education and with the world outside the classroom. The integrative experience is met in the major program.

**III. The student must complete the number of hours and the designated courses required for the major selected including an interdisciplinary integrative experience.**

**The Academic Major.** The major is a set of courses and experiences that provides the student with an in-depth study of a discipline or an approved combination of disciplines. It familiarizes students with the methodology of and the current discourse in the field of study. The major consists of introductory courses that provide a broad foundation in the field of study, intermediate courses that provide depth of knowledge, and a capstone experience that integrates the course work of the major. Study in the major enhances the student's ability to analyze information and synthesize increasingly complex ideas.

In the major each student enhances her capacity for integrative thinking through an interdisciplinary experience that encourages her to make connections among the various parts of her course of study and between her academic learning and the world outside the classroom. A student may declare her major in the first semester of her first year; the decision should be made by the end of the sophomore year. A senior must complete all requirements in her major program that are in effect at the time her declaration of major form is submitted to the Registrar's Office.

All major programs consist of at least 27 semester hours. Not more than 48 semester hours in any one discipline may be applied to graduation. A student must maintain an average of at least "C" (minimum 2.00) in the major discipline and must take at least one course in the major during the senior year. Additionally, grades earned in transferred courses that are part of the major are not calculated in the minimum 2.00 grade point average that is required in the major for graduation.

**The following majors are offered:**

Accounting  
Advertising and Marketing Communication  
Applied Mathematical Science  
Art History  
Art, Studio  
Biology  
Business Administration  
Chemistry  
Communication  
Early Childhood Education  
Economics  
English  
Environmental Studies  
French  
History  
International Business  
International Relations  
Mathematics  
Music: Music Track (non-performance based)  
Music: Organ Track  
Music: Piano Track  
Music: Voice Track  
Neuroscience  
Nursing (Bachelor of Science in Nursing - BSN)  
Political Science  
Political Science: Pre-Law Track  
Psychology  
Religious Studies  
**\*Self-Designed Interdisciplinary Major**  
Spanish  
Theatre  
Women's Studies

**\*Self-Designed Interdisciplinary Majors.** In addition to the standard disciplinary majors, Wesleyan allows interested students to design their own interdisciplinary majors. An interdisciplinary major should be planned by a student in consultation with a faculty advisor and representatives of each of the major and minor programs involved. The major should interrelate at least two (2) fields of learning, yet have a central and cohesive theme. It is reserved for students who have a strong interest in interdisciplinary studies and who have demonstrated both initiative and academic excellence. Only those students in good academic standing are eligible to submit a proposal for a self-designed major. The interdisciplinary nature of the major will be indicated on the student's transcript.

**Guidelines for Proposing a Self-Designed Interdisciplinary Major**

1. The self-designed interdisciplinary major must include at least 39 semester hours, beyond the general education requirements.
2. If the major and minor programs involved have courses in methodology, these must also be included in the major.
3. A minimum of 21 of the 39 hours should be at or above the 300-level, exclusive of the senior project, honors thesis, or internship. These 21 hours should include at least three courses from each of the major and minor programs involved.
4. The interdisciplinary proposal should define the exact nature and objectives of the major and explain why it is a more appropriate alternative for the student than existing majors.

## Procedures for Submission and Review of the Proposed Interdisciplinary Major

1. The interested student chooses an advisor from one of the disciplines involved.
2. Proposals must be approved by all departments involved in the plan of study before submission for final approval by the Curriculum Committee.
3. Interdisciplinary major proposal forms (available in the Registrar's Office) must be submitted for approval to the Curriculum Committee at least four weeks prior to the end of the fall semester of the junior year. The interested student is, however, encouraged to submit materials by the end of her sophomore year.
4. The Curriculum Committee reviews proposals and makes recommendations as to the validity and viability of each proposal. Changes in the proposed plan of study must be made by the student within two weeks of the initial review. At that time, the Curriculum Committee reviews the final proposal and makes a decision regarding its acceptance.
5. Any unforeseen and/or necessary changes in the proposal can be approved by the faculty advisor, in consultation with the Curriculum Committee.

**IV. The final 30 semester hours of course work must be taken at Wesleyan (*unless prior approval is granted by the Registrar*).**

**V. The student must complete 120 semester hours (or the equivalent) with a cumulative grade point average of C (2.00) or higher and a grade point average of 2.00 in the major and 2.00 in the minor if the student elects a minor.**  
(Note: For graduation, students who major in Early Childhood Education must maintain a grade point average of 2.50 in the major and must earn a cumulative grade point average of 2.50.)

**The Academic Minor.** A student may select a minor program of study from the departments offering this option. A minor is not required but is offered for those students who wish to study a second discipline in depth. The student must maintain a "C" average (minimum 2.00) in the minor and must complete all requirements in her minor program that are in effect at the time her declaration of minor form is submitted to the Registrar's Office. At least one course or not fewer than three semester hours of the minor must be completed at Wesleyan.

### **The following minors are offered:**

Accounting  
Art, Studio  
Art History  
Asian Studies  
Biology  
Business  
Chemistry  
Communication  
Economics  
Educational Studies  
English with a Literature Emphasis  
English with a Writing Emphasis  
Environmental Sciences  
Finance  
French  
History  
Mathematics  
Music  
Neuroscience  
Philosophy  
Photography  
Physics  
Political Science  
Psychology  
Reading  
Religious Studies  
Spanish

**The following pre-professional programs are offered:**

Pre-Allied Health  
Pre-Dental  
Pre-Engineering/Dual Degree Engineering  
Pre-Law  
Pre-Medicine  
Pre-Pharmacy  
Pre-Seminary  
Pre-Veterinary

**Academic Electives.** The student may select, with the assistance of her academic advisor, elective courses from any department acceptable toward her degree. The student must take one course (three semester hours) outside her major field of study. The following limitations apply to elective courses, internships, and directed independent study:

1. maximum of nine semester hours in applied music for non-music majors;
2. maximum of eight semester hours in riding courses;
3. maximum of twelve semester hours of field study (internship) toward fulfillment of degree requirements;
4. maximum of six semester hours of directed independent study in any one field;
5. maximum of six to eight semester hours (two courses) of special topics in any one field.

**Changes in Curriculum.** Significant changes to the general education curriculum were made effective Fall 2013. Implementation and transition of the change in general education requirements is described below.

1. All students who matriculated or broke continuous enrollment and were readmitted to the College beginning Fall 2013 to present, will follow the general education requirements as written in the yearly catalogue upon entry or reentry to the College.
2. Full-time students who matriculated prior to Fall 2013 and remain continuously enrolled (fall/spring semesters) through degree completion, and who earned 60 semester hours or completed four full-time semesters of study (fall/spring) before the beginning of Fall 2013, may complete all prior general education requirements as written in the yearly catalogue from which the student entered.
3. Part-time students who matriculated prior to Fall 2013 and remain continuously enrolled (fall/spring semesters) through degree completion, and who earned 60 semester hours, and completed at least five 3-hour general education courses before the beginning of Fall 2013, may complete all prior general education requirements as written in the yearly catalogue from which the student entered.
4. Other students who matriculated prior to Fall 2013 and who do not meet the conditions as stated above in #2 or #3 will be transitioned to the general education curriculum effective Fall 2013. Courses previously taken to meet a general education requirement will apply to the new curriculum. Advisors will make substitutions wherever possible, in consultation with the Registrar.

# Bachelor of Science in Nursing (BSN)

**General Policies and Procedures.** Nursing students are subject to all general policies and procedures of Wesleyan College. Nursing students are eligible to participate in all academic and social activities enjoyed by all Wesleyan College students. The student must be aware that nursing courses may require day, evening, night, and weekend attendance in course work or clinical activities. Students should discuss any proposed outside activities with the nursing faculty prior to the beginning of the course.

Unless otherwise indicated, policies and procedures for the Bachelor of Science in Nursing degree are the same as for the Bachelor of Arts. It is the student's responsibility to review and adhere to this Catalogue and the Nursing student handbook.

**Accreditation.** The Wesleyan College Bachelor of Science in Nursing program has Full Approval from the Georgia Board of Nursing and Southern Association of Colleges and Schools Commission on Colleges.

The baccalaureate degree in nursing program at Wesleyan College is accredited by Commission on Collegiate Nursing Education ([www.aacn.nche.edu/ccne-accreditation](http://www.aacn.nche.edu/ccne-accreditation)).

**The Nursing Program.** The Wesleyan College Bachelor of Science in Nursing degree offers qualified students a two year rigorous liberal arts foundation, followed by a unique two-year nursing curriculum that focuses on holistic nursing with an emphasize on women's health. This includes a variety of clinical practice experiences designed to prepare graduates for successful careers in nursing. Courses will show evidence of multiple teaching strategies and varied clinical practice opportunities throughout the program.

The Bachelor of Science in Nursing is a four-year traditional degree program that prepares a nurse generalist for practice and leadership in the role of professional nurse in a variety of health care settings and specialties. Graduates are eligible to take the National Council Licensure Examination (NCLEX-RN) for Registered Nurses for entry into practice in any state. This broad-based program is built upon courses in the humanities, fine arts, mathematics, sciences, and social and behavioral studies. The program conforms to standards set by the Georgia Board of Nursing and the CCNE. The curriculum is designed to prepare graduates to enter a master's program of study in nursing.

Students who intend to complete the Bachelor of Science in Nursing (BSN) degree program should express their interest to the nursing division prior to matriculation at Wesleyan College or as soon as possible thereafter so that they can be advised to take appropriate pre-nursing courses.

Students who have questions or who seek clarification concerning policies and/or procedures should contact the nursing division in the Munroe Science Center.

**Program Goals/Learning Outcomes.** The program prepares the successful graduate to:

- I. Synthesize knowledge and content from the prerequisite core of science, mathematics, the liberal arts (humanities, fine arts, modern foreign language and the social sciences) to the practice of professional nursing
- II. Provide holistic care to clients of all ages in a variety of settings
- III. Integrate evidenced-based practice (EBP) as the foundation for nursing interventions and care delivery
- IV. Analyze issues that impact nursing, health and the global community
- V. Synthesize concepts of leadership and management into the practice of nursing
- VI. Integrate the role of the professional nurse with an awareness of self and a commitment to lifelong learning.

The following courses support each learning outcome:

- I. NUR 300, NUR 301, NUR 302, NUR 303, NUR 311, NUR 315, NUR 403, NUR 405, NUR 414
- II. NUR 301, NUR 302, NUR 304, NUR 314, NUR 315, NUR 404, NUR 405, NUR 414, NUR 415
- III. NUR 300, NUR 301, NUR 302, NUR 303, NUR 304, NUR 311, NUR 314, NUR 403, NUR 404, NUR 405, NUR 414, NUR 415
- IV. NUR 300, NUR 301, NUR 302, NUR 311, NUR 403, NUR 404, NUR 413, NUR 414
- V. NUR 301, NUR 403, NUR 413, NUR 415
- VI. NUR 300, NUR 301, NUR 304, NUR 314, NUR 315, NUR 405, NUR 415

**Admission.** Admission to Wesleyan College does not guarantee admission to the Nursing Program leading to the BSN degree. Students may apply to the nursing program in October prior to their Junior (3rd) year. The nursing program application deadline is February 1st. Applications completed after the deadline will be reviewed on a space-available basis. **Students admitted to the major program in nursing (the NUR 60-hour block taught in the third and fourth years of the program) complete their last two years of the four-year degree program in a full-time COHORT format.** All student applications are evaluated holistically; all information submitted is evaluated personally by a nursing faculty advisor.

Minimum criteria for admission to the Nursing Program:

- admission to Wesleyan College.
- completion of all concentration classes or their equivalents; or have no more than six hours of required proficiency and general education classes outstanding.
- overall cumulative grade point average (GPA) of 3.00 on all pre-nursing general education core and concentration classes.
- total minimum score of at least 75 on the Health Education System, Inc. (HESI) Admission Assessment Exam (A2).
- good academic standing at Wesleyan College.
- a grade of "C" of higher in pre-nursing Math, Science, and Psychology courses.
- submission of the Nursing Program Student Application.

Additional admission policies notes:

- Pre-nursing courses completed at another regionally accredited college or university will be evaluated by the registrar to determine which courses are the equivalents of Wesleyan's pre-nursing curriculum.
- Courses in human anatomy and physiology taken more than five years before enrollment at Wesleyan College will not satisfy the pre-nursing course requirements. At the discretion of the relevant program director, students may elect to challenge by examination Wesleyan's human anatomy and physiology courses. Challenge examinations are graded on a credit/ no credit option; in order for credit to be granted for a pre-nursing course, an examination grade of 70 or higher must be obtained.
- Nursing courses completed at another institution will not be accepted by Wesleyan College
- Students who fail to meet one of the minimum required criteria for admission, may be considered on a space available basis.

Admission for student with prior baccalaureate degree:

- Students who have previously earned a baccalaureate degree from a regionally accredited college or university in the United States must have a cumulative GPA of 3.00 or higher all pre-nursing general education core and concentration classes. Baccalaureate degrees that are applied in nature or are from an institution outside the United States will be evaluated on a case-by-case basis.
- Students with prior baccalaureate degrees are required to complete the following courses, or their equivalents, pre-nursing courses: PSY 101, BIO 110, CHM 101, MAT 220, BIO 210, BIO 211, BIO 245, and PSY 240.

Once a student has been accepted for admission to the BSN Nursing Program, the following requirements for enrollment must be completed:

- Submit a nonrefundable reservation deposit of \$200 to reserve a place in the class.
- Satisfactory completion of requirements including a complete health history, current physical examination, current immunizations (Measles, Mumps, Rubella, Varicella, Hepatitis B and Influenza) and a Tuberculosis Screening.
- Provide proof of health insurance or purchase health insurance through Wesleyan College.
- Provide updated official college transcripts reflecting grades of C or better in all courses completed prior to the date specified in the acceptance letter.
- Complete and pass criminal background check and urine drug screening.
- All students are required to take CPR certification (health care provider level with American Heart Association CPR/AED for the Professional Rescuer) at Wesleyan College.
- Clinical practice requirements involve costs not covered by tuition, room, and board and will be the responsibility of the student.

## **Requirements for the Bachelor of Science in Nursing: 120 semester hours**

### **I. The student must demonstrate proficiency in modern foreign language, writing, and mathematics.**

Writing, Modern Foreign Language, and Mathematics Requirements (determined by new student assessments or completion of course work): (0-12 hours)

WRI 101 Fundamentals of College Writing - 0 or 3 hours

SPA 101, 102 Elementary Spanish I, II or SPA 150 Spanish for Advanced Beginners - 0 to 6 hours

MAT 130 College Algebra or MAT 150 Modeling with Algebra - 0 or 3 hours

### **II. The student must complete the General Education requirements for the Bachelor of Science in Nursing. While the course requirements vary slightly from the general education requirements for the Bachelor of Arts degree, students who complete the Bachelor of Science in Nursing achieve the same General Education outcomes as those who complete the Bachelor of Arts. For more detail on the General Education requirements, refer to the Bachelor of Arts General Education section.**

To fulfill the distribution requirement for Developing, Exploring and Expanding students must complete the following with different prefixes: 1 course from Fine Arts, 2 courses from Humanities, 3 courses from Natural Sciences and Mathematics, 1 course from Social & Behavioral Sciences/ Professional Studies.

#### **General Education Courses for Foundation Building (1 course):**

Traditional First-Year Students - WIS 101 Wesleyan Integrative Seminar Experience I (3) or  
Transfer Students - ENG 101 English Composition: Essays (3)

**General Education Courses for Developing Competencies (3 courses):** Courses are listed by areas of knowledge within each competency

#### **1. Writing Competency:**

ARH 126 The Critical Eye (3) - Fine Arts

ARH 230 Masterpiece (3) - Fine Arts

THE 245 Shakespeare on Page and Stage (3) - Fine Arts

ENG 111 Analyzing Literature (3) - Humanities

ENG 235 Narratives of Nature: American Literature and Environmental Studies (3) - Humanities

ENG 265 Professional Writing (3) - Humanities

PHI 210- Readings in Philosophy (3) - Humanities

REL 225- Exploring the World's Religions (3) - Humanities

EDU 207 Dynamics of Children's Literature (3) - Social & Behavioral Sciences/Professional Studies

HIS 210 The West in the Ancient and Classical Eras (3) - Social & Behavioral Sciences/Professional Studies

#### **2. Speaking Competency:**

THE 110 Theatre Practice and Criticism (3) - Fine Arts

COM 202 Public Speaking (3) - Humanities

ENG 217 African American Literature (3) - Humanities

BIO 203 Research Methods in the Natural Sciences (4) - Natural Sciences and Mathematics

HIS 215 Reacting to the Past (3) - Social & Behavioral Sciences/Professional Studies

PSY 106 Introduction to Human Services (3) - Social & Behavioral Sciences/Professional Studies

#### **3. Quantitative Reasoning Competency:**

MUS 181 Foundations of Music (3) - Fine Arts

\*MAT 220 Statistical Methods (3) - Social & Behavioral Sciences/Professional Studies

## **General Education Courses for Exploring, Expanding, (6 courses):**

### **Exploring Courses (5 courses)**

#### **Learning Objective 1. how current thought, actions, and behaviors are informed by historical events and phenomena**

ARH 235 Outside the Mainstream (3) - Fine Arts  
MUS 150 From Bach to Rock (3) - Fine Arts  
FRN 211 Intermediate French I (3) - Humanities  
PHI 101 Introduction to Philosophy - (3) Humanities  
SPA 211 Intermediate Spanish I (3) - Humanities  
WST 200 Women, Culture, & Society (3) - Humanities  
ECO 206 History of Economic Thought (3) - Social & Behavioral Sciences/Professional Studies  
HIS 130 US History to 1877 (3) - Social & Behavioral Sciences/Professional Studies  
HIS 135 US History since 1877 (3) - Social & Behavioral Sciences/Professional Studies

#### **Learning Objective 2. how the natural world functions**

\*BIO 110 Principles of Biology I (4) - Natural Sciences and Mathematics  
\*CHM 101 General Chemistry I (4) - Natural Sciences and Mathematics

#### **Learning Objective 3. how individuals function and interact within and among communities**

COM 103 Communication Theory (3) - Humanities  
PHI 223 Ethics (3) - Humanities  
REL 100 Theories and Methods in Religious Studies (3) - Humanities  
REL 120 Introduction to Christianity (3) - Humanities  
REL 290 Readings in Religious Studies (3) - Humanities  
PHI/REL 216 Faith and Doubt (3) - Humanities  
BUS 105 Contemporary Business (3) - Social & Behavioral Sciences/Professional Studies  
BUS 106 Business and Society (3) - Social & Behavioral Sciences/Professional Studies  
EDS 114 Understanding Learning (3) - Social & Behavioral Sciences/Professional Studies  
POL 115 American Government (3) - Social & Behavioral Sciences/Professional Studies  
POL 240 Introduction to Political Thought (3) - Social & Behavioral Sciences/Professional Studies  
\*PSY 101 General Psychology (3) - Social & Behavioral Sciences/Professional Studies

### **Expanding Courses (1 course)**

#### **Learning Objective 6. how living in a diverse and interdependent world presents both challenges and opportunities**

ARH 216 Art of the Spirit (3) - Fine Arts  
TRA 240 Travel Study Seminar (3) - Fine Arts  
COM 216 Intercultural Communication (3) - Humanities  
ENG 205 Perspectives on World Literature (3) - Humanities  
SPA 220/320 Medical Spanish (3) - Humanities  
TRA 242 Travel Study Seminar (3) - Humanities  
TRA 244 Travel Study Seminar (3, 4) - Natural Sciences and Mathematics  
HIS 120 Early Civilization (3) - Social & Behavioral Sciences/Professional Studies  
HIS 125 Emergence of the Modern World (3) - Social & Behavioral Sciences/Professional Studies  
POL 222 Comparative Politics (3) - Social & Behavioral Sciences/Professional Studies  
POL 230 International Relations (3) - Social & Behavioral Sciences/Professional Studies  
TRA 246 Travel Study Seminar (3) - Social & Behavioral Sciences/Professional Studies

### **Required Pre-Nursing Concentration Courses (4 courses)**

\*BIO 210 Human Anatomy & Physiology I (4)  
\*BIO 211 Human Anatomy & Physiology II (4)

\*BIO 245 Microbiology (4)

\*PSY 240 Human Growth and Development across the Lifespan (3)

\*Indicates required courses.

#### I V. Required Nursing (NUR) Courses: 60 hours

Note: These courses are open only to those students admitted to the BSN degree program. The student will take these courses in the 3rd (junior) and 4th (senior) years of the program.

##### Fall: Junior Year (3<sup>rd</sup> year) - 16 hours

NUR 300 Foundations of Professional Nursing 2 hours  
NUR 301 Physical Assessment & Health Promotion 4 hours  
NUR 302 Holistic Nursing I: Clinical Nursing Skills 4 hours  
NUR 303 Human Pathophysiology Through the Life Span 3 hours  
NUR 304 Evidenced -Based Practice 3 hours

##### Spring: Junior Year - 15 hours

NUR 311 Pharmacology 4 hours  
NUR 314 Holistic Nursing II: Intro to Care of the Client 5 hours  
NUR 315 Holistic Nursing III: Basic Care of the Inpatient Client 6 hours

##### Fall: Senior Year (4<sup>th</sup> year)- 15 hours

NUR 403 Holistic Nursing IV: Advanced Care of the Inpatient Client 6 hours  
NUR 404 Holistic Nursing V: Care of the Client in Specialized Settings 5 hours  
NUR 405 Holistic Nursing VI: Women's Health Across the Life Span 4 hours

##### Spring: Senior Year- 14 hours

NUR 413 Leadership & Management in Nursing 4 hours  
NUR 414 Holistic Nursing VII: Care of Client in the Community 4 hours  
NUR 415 Holistic Nursing VIII: Capstone Nursing Practicum 6 hours

**Professional Development:** To experience how the liberal arts education provides a foundation for future professional success, establish academic, personal, and personal, and professional goals, and develop and demonstrate tools and strategies for personal and professional growth (learning objective #7), each student will participate in a Professional Development Experience (PDE) during NUR 415 Holistic Nursing VIII- Capstone Nursing Practicum. Each student will also create and ePortfolio to document and reflect upon her learning experiences as they relate to career and professional goals. The ePortfolio will include several required learning modules, in addition to any other items the student may want to incorporate. Students will share the completed ePortfolio with her faculty advisor prior to graduation.

#### V. Electives: 0-10 hours

**VI. The student must complete 120 semester hours (or the equivalent) with a cumulative grade point average of C (2.50) or higher and a grade point average of 2.50 in the Nursing major.**

#### Notes:

1. With the exception of WISe, science, and foreign language courses, most other prerequisites are offered every semester or year.
2. CHM 101 requires MAT 130 (College Algebra) or placement at the MAT 140 (Precalculus Mathematics) level or higher.
3. Students whose SAT-M score is <580 will be advised not to take CHM 101 and BIO 110 at the same time.

4. Each student will take a writing proficiency test prior to enrollment to determine whether or not she must take Writing 101.
5. WRI 101 must be taken during the first or second semester of enrollment.
6. Each student will take a mathematics test prior to enrollment to determine whether or not she must take MAT 130. If it is determined that the student must take MAT 130, she must take the course during the first semester of enrollment.
7. Each student will take a Spanish test prior to enrollment to determine whether or not she must take SPA 101 and/or 102. Both courses can be taken during the first or second year.
8. Curriculum development and revision is an ongoing process and changes may be made as needed.

**Additional Notes for Transfer Students:**

1. Instead of taking WISe 101, transfer students will complete ENG 101, English Composition: Essays (3), and one elective course.
2. Human anatomy and physiology courses taken more than five years before enrollment at Wesleyan College will not satisfy the pre-nursing course requirements. At the discretion of the relevant program director, students may elect to challenge by examination Wesleyan's human anatomy and physiology courses. Challenge examinations are graded on a credit/ no credit option; in order for credit to be granted for pre-nursing an examination grade of 70 or higher must be obtained.
3. Students who are proficient in modern foreign languages other than Spanish may request substitutions for SPA 101 and 102.
4. Students may request the substitution of BIO 112: Principles of Biology II - Diversity of Biological Systems (4) for CHM 101: General Chemistry I (4).

**Clinical Practice Requirements.** Nursing courses will require varied clinical practice opportunities throughout the program. These practice settings are located in and around Macon, Georgia and will be scheduled at various times, including nights, evenings and weekends. Students must have their own transportation to the clinical practice settings.

Prior to participating in a clinical experience, each student must provide documentation of the following:

- Annually: satisfactory completion of health requirements including a complete health history, current physical examination, current immunizations (measles, rubella, varicella, hepatitis B, and influenza), and tuberculosis screening.
- Annually: Urine drug screening.
- Annually: Personal health insurance.
- satisfactory results of criminal background check.
- current American Heart Association CPR for Health Care Providers certification taken at Wesleyan.

Clinical practice requirements involve costs not covered by tuition, room, and board and will be the responsibility of the student.

**Attendance.** All nursing courses, laboratory and clinical experiences are required. Students are expected to be punctual in attending classes, laboratories, private lessons, clinical experiences, and college convocations.

**Grading.** Grades in all nursing (NUR) courses are based on numeric values. There is no rounding of nursing grades.

A = 90-100 (4 quality points)

B = 80-89 (3 quality points)

C = 75-79 (2 quality points)

**Note: The lowest passing grade in the nursing (NUR) major is a grade of C (75) or higher.**

D = 65-74 (1 quality point)

F = any average below 65 (0 quality points)

See sections on Repeating a Course, Academic Progression (semester to semester), and Dismissal.

I = Incomplete (not computed in grade point average)

W = Withdrawal

**Credit/No Credit.** All nursing courses must be taken for a letter grade and may not be taken on the Credit/No Credit Grade Option.

**Tuition and Fees.** Baseline tuition and fees for the nursing program are the same as other programs at Wesleyan College. Additional fees and out-of-pocket expenses are associated with the nursing program. Nursing fees are \$1000 per semester. In addition, students can expect to spend approximately \$1100 to purchase books, uniforms, nursing shoes, and other items necessary for the nursing program for the first year.

**Academic Progression (semester to semester).** Progression in the major toward an anticipated date of graduation is contingent upon successful completion, with a grade of C or higher, of ALL nursing (NUR) courses the first time attempted in a full-time plan of study. In most instances, a student who must repeat one or more courses or who must, therefore, delay progressing to more advanced courses in the curriculum, will not be able to complete all course requirements to graduate with the cohort with which the student began the major.

Any student who does not achieve a grade of C or higher in a nursing course will be allowed the opportunity to take the course the next time it is offered, if space is available and re-entry status is granted. A letter of intent to repeat the course must be submitted to the program director one semester before the course is offered.

All course work must be completed before a student can progress to the next level. Students who receive a grade of Incomplete (I) in any NUR course will not be allowed to progress to the next term. The student should consult with her academic advisor in nursing to determine a resolution of the incomplete grade.

- Nursing students must make at least a "C" (75) grade in each nursing course which counts toward their degree.
- Grades of "D" and "F" are considered failure of the course.
- There is no rounding of nursing grades.
- If a student earns a rating of clinically unsatisfactory in a clinical nursing course, a grade of "F" will be assigned for the course grade.
- Failure to score 90 or greater on a clinical course medication test will prevent the student from progressing.
- Students may repeat one nursing course. Any student failing two nursing courses will be denied continued enrollment in the Nursing Program.

Students are expected to follow the nursing plan of study in the prescribed sequence to progress through the curriculum. Prerequisites for each course are noted on the appropriate course syllabus. Students who do not satisfy a minimum grade requirement in the nursing course or who withdraw from a nursing course will not be allowed to progress in the Nursing Program.

**Repeating a Course.** Students who do not achieve a grade of "C" or higher in one nursing course will be allowed the opportunity to take that course the next time it is offered, if space is available. A letter of intent to repeat the course must be submitted to the Program Director one semester before the course is offered.

**Withdrawal Policy.** Students may withdraw from nursing courses according to the policies of Wesleyan College.

**Readmission.** Students who have been dismissed may apply for readmission to the program. The student must provide documentation that supports the applicant's potential for success if readmitted. The readmission applicant must meet all admission requirements stated in the academic catalogue that are current when the application is submitted. The applicant is encouraged to submit current nursing entrance test scores if applying for readmission to first semester. All readmission applications are reviewed by the Nursing faculty. Readmission is a highly selective process.

**Program Termination/Dismissal.** A Program Termination is defined as immediate dismissal from the Nursing Program. A student who demonstrates unsafe behavior that may result in serious consequences to a student, client, or others may be dismissed. The student will receive a clinical failure and a grade of "F" in the course. Depending on the infraction, a student who is terminated from the Nursing Program may not be eligible for readmission to the nursing program.

**Transition to the Bachelor of Arts.** A student who is dismissed from the nursing program may be eligible to change majors within Wesleyan College and pursue a Bachelor of Arts degree in another field. The nursing faculty will discuss available options with the student and refer her to the appropriate faculty/advisor.

## **Nursing (NUR) Course Descriptions**

### **200: Introduction to Professional Nursing.**

**Content:** This course is designed to familiarize the potential nursing student with the roles of the professional nurse and her interface with the health care system. An examination of nursing practice settings, career opportunities as well as legal and ethical decisions encountered by nurses will be examined. The scope of nursing practice in Georgia will be examined. Shadowing experiences will be planned for each student to offer exposure to "real life nursing practice" in a variety of settings. In addition, an overview of the nursing program, expectations and learning strategies will be discussed. A service learning project will be an integral part of the course experience enabling students to focus on a critical health care need.

**Prerequisite:** None; this course may be taken prior to entering the nursing program.

**Offered:** Spring.

**Credit:** 2 hours.

### **300: Foundations of Professional Nursing.**

**Content:** Socialization to the profession of nursing is begun in this course. An overview of the history, theory and practice of professional nursing, as well as professional standards, the code of ethics and legal issues are discussed. The nurse's role in the health care setting is discussed. The importance of the Nursing Process as a problem-solving and care-planning tool is provided with an emphasis on the ability of the nurse to think critically and to examine issues in nursing.

**Prerequisite(s):** Admission to the Nursing Program.

**Offered:** Fall.

**Credit:** 2 hours.

### **301: Physical Assessment and Health Promotion.**

**Content:** Head to toe health assessment is taught using a focused system approach, including health history and physical examination skills, as well as health promotion, restoration, and maintenance activities related to caring for diverse clients. Students are expected to master basic assessment sequencing, techniques and skill mastery related to assessment for adult, children and geriatric clients.

Cultural variations, developmental tasks and health promotion, restoration, and maintenance activities related to physical and psychosocial changes across the life span are reemphasized. Outcome strategies to address identified health problems are provided during each system discussion.

**Prerequisite(s):** Admission to Nursing Program.

**Offered:** Fall.

**Credit:** 4 hours (3 class hours; 3 clinical hours).

### **302: Holistic Nursing Care I: Clinical Nursing Skills.**

**Content:** The nurse's role as clinician is the foundation for this course. Use of the nursing process, therapeutic communication, skill mastery and application of concepts of assessment are integrated in the clinical laboratory and select community settings. A holistic framework provides the structure for practice, enabling the student to recognize the uniqueness of each client and the importance of continuity of care. Beginning technical competency for clinical skills is expected with an emphasis on the comprehensive care plan for the individual healthy adult, child or older person.

**Prerequisite(s):** Admission to Nursing Program.

**Offered:** Fall.

**Credit:** 4 hours (2 class hours, 6 clinical hours).

### **303: Human Pathophysiology Through the Life Span.**

**Content:** This course presents human pathophysiology across the lifespan. Pathophysiology is the physiology of altered health or disease. Factors that contribute to pathophysiological function such as epidemiological, genetic, and unknown factors will be covered. This course builds upon the knowledge learned of normal anatomy and physiology in BIO 210 and 211. Case studies will be used to show correlations of course content.

**Prerequisite:** Admission to the Nursing Program.

**Offered:** Fall.

**Credit:** 3 hours (3 class hours).

### **304: Evidence -Based Practice.**

**Content:** Evidence -based practice is the foundation of professional practice enabling the nurse to plan and evaluate interventions using scientific rationale. The ability to critique and apply research studies and methodology to patient care is the focus. Qualitative and quantitative methodologies are explored.

**Prerequisite(s):** Admission to the Nursing Program.

**Offered:** Fall.

**Credit:** 3 hours (3 class hours).

**311: Pharmacology.**

**Content:** Classification and action of common drug categories are examined along with their scope of action, adverse events, and evaluation as aspects of disease intervention. The integration of pharmacokinetics and patient care is applied to clinical settings. A systematic review of drug classes and their relationship to the disease process will be examined. Medication administration and calculation are an integral part of this course. The nurse's role in providing teaching and medication administration to limit medication errors is explored with different care scenarios.

**Prerequisite(s):** NUR 300, 301, 302, 303, 304.

**Offered:** Spring.

**Credit:** 4 hours (3 class hours, 3 clinical hours).

**314: Holistic Nursing Care II: Intro to Care of the Client.**

**Content:** Utilizing a holistic framework, students will be introduced to the biophysical care and safety of the client across the life span. Priority setting, delegation and critique of nursing interventions are introduced.

**Prerequisite(s):** NUR 300, 301, 302, 303, 304.

**Offered:** Spring.

**Credit:** 5 hours (3 class hours, 6 clinical hours).

**315: Holistic Nursing Care III: Basic Care of the Inpatient Client.**

**Content:** The physiological and psychological changes experienced by the hospitalized client are emphasized. The integration of anatomy and physiology as well as health assessment and psychosocial interventions are utilized to provide safe holistic care to clients across the life span.

**Prerequisite(s):** NUR 300, 301, 302, 303, 304.

**Offered:** Spring.

**Credit:** 6 hours (3 class hours, 9 clinical hours).

**403: Holistic Nursing Care IV: Advanced Care of the Inpatient Client.**

**Content:** The advanced care of the inpatient client is the focus of the course. The physiological and psychological changes experienced by the adult during illness are emphasized. Integration of anatomy and physiology as well as health assessment, psychosocial interventions and use of the nursing process are critical nutritional, psychosocial and evidence based practice concepts are integrated within the framework of the holistic care model. The evaluation of patient care outcomes and use of creative nursing interventions are stressed in the clinical setting. Beginning concepts of priority setting, delegation and critique of nursing interventions are examined.

**Prerequisite(s):** NUR 311, 314, 315.

**Offered:** Fall.

**Credit:** 6 hours (3 class hours, 9 clinical hours).

**404: Holistic Nursing Care V: Care of Client in Specialized Settings.**

**Content:** Developmental and life cycle models used as underpinnings for exploring the physiological and psychological changes in the human lifespan provide the foundation for care of clients in specialized settings.

**Prerequisite(s):** NUR 311, 314, 315.

**Offered:** Fall.

**Credit:** 5 hours (3 class hours, 6 clinical hours).

**405: Holistic Nursing Care VI: Women's Health Across the Life Span.**

**Content:** The role of the nurse in caring for women across all ages and developmental models is the focus. Using developmental and life cycle models as underpinnings for exploring the physiological and psychological changes occurring to women will be the foundation for care giving. The nursing process will be applied to women of all ages and in a variety of settings. The use of teaching, primary, secondary, and tertiary care concepts will be explored. Social and political factors that impact the health of women are examined.

**Prerequisite(s):** NUR 311, 314, 315.

**Offered:** Fall.

**Credit:** 4 hours (3 class hours, 3 clinical hours).

**413: Leadership & Management in Nursing.**

**Content:** The nurse's role as leader and manager is the foundation for this course. The emphasis is on priority setting, delegation, communication and clinical application of the principles of professional practice roles in leading and managing staff and groups of patients. Collaboration with other health care providers to improve evidence-based outcomes of patients is emphasized. Completion of this course is under the guidance of a faculty advisor and a clinical preceptor.

**Prerequisite(s):** NUR 403, 404, 405.

**Offered:** Spring.

**Credit:** 4 hours (3 class hours, 3 clinical hours).

**414: Holistic Nursing Care VII: Care of Client in the Community.**

**Content:** This course introduces the concept of community as client. The development of skills related to community assessment and the concepts of epidemiology in examining health practices throughout the global community are explored. The nurse's role in providing health care to clients/aggregates in a variety of culturally diverse communities is the framework for nursing care. The clinical experiences will expose students to a variety of community health environments, health programs and policies and their impact on care. Opportunities to practice health promotion behaviors and critique health care delivery systems will be emphasized.

**Prerequisite(s):** NUR 403, 404, 405.

**Offered:** Spring.

**Credit:** 4 hours (3 class hours, 3 clinical hours).

**415: Holistic Nursing Care VIII: Capstone Nursing Practicum.**

**Content:** This course is designed to fully integrate the students into the profession of nursing. Students will focus on management of groups of clients in the acute care setting. The nurse as leader, manager, patient advocate and clinician are emphasized. Clinical skills are honed within the framework of the holistic model as the student continues to develop her role prior to graduation. An examination of strengths and weaknesses of nursing care provide the framework for growth and self-reflection. Focus will be on priority settings, integration of research into clinical practice and evaluating patient care and staff. To that end, the in-class courses will review systems and disease with nursing interventions; provide in-class discussion opportunities utilizing evidence-based research care and holistic treatment in the hospital and acute setting. The clinical immersion experience enables the nurse to fully implement all aspects of the professional nursing role.

**Prerequisite(s):** NUR 403, 404, 405.

**Offered:** Spring.

**Credit:** 6 hours (3 class hours, 9 clinical hours).

# Academic Procedures and Regulations

**Academic Calendar.** The undergraduate academic calendar is posted in the *Wesleyan College Catalogue*, on the website, and on WesPortal, WesNet tab, Registrar's Office section. The semester ends with the last day of the final exam week.

**Academic Advising and Registration.** The academic advising program at Wesleyan plays an important role in the career of the student. Students who need assistance with advising may contact the Registrar's Office. Staff members are available for verification of degree progress and/or to schedule an individual degree audit as needed. **Staff and faculty advisors are available to assist the student in arranging her program, but responsibility for acquainting herself with regulations and fulfilling all requirements for degrees rests with the individual student.**

Students who plan to continue in the next term are encouraged to register during the advertised advising and registration periods in the fall and spring semesters. Students must register before the drop/take period listed in the college calendar for the terms posted each year. No student may be admitted to class until her registration has been completed and her fees paid. The last day to enter the College and the last day to drop or add a class are the same. Special situations of late admission will be considered by the admissions committee. A student may not register at Wesleyan until she has taken new student assessments in modern foreign language and writing.

Boarding students without health forms on file, without insurance, and/or without current immunization and screening will not be allowed to move into the residence halls and will not be allowed to register for classes.

**Advising Program for the First-Year Student.** Each first-year student's WISe 101 faculty member will serve as the student's advisor until she declares or throughout the first year. These faculty advisors are trained to aid the student in planning her academic program.

The First-Year Advising program assists the student in clarifying and articulating her personal, academic and career goals. Advising contributes to the student becoming more self aware, reflective and purposeful in planning her education. Through the First-Year advising program the student will:

1. Explore the relationship of her interests, abilities, values and career aspiration to the nature and purpose of a liberal arts education.
2. Develop an educational plan consistent with her personal, academic and career goals.
3. Gain an understanding of curricular and co-curricular resources at Wesleyan College that can enhance her learning experience.

The advisor and the student maintain specific responsibilities for articulating the student's educational plan and moving towards declaring a major course of study.

The student who does not declare a major in her second semester will be assigned to a general advisor who will assist her in further exploration of her academic goals and career options. All students must declare a major by the end of their sophomore year. International students must declare a major upon entry into the College.

**Academic Probation.** At the end of the semester a student is automatically placed on probation for the next semester if her cumulative grade point average is below 2.00. When a student is placed on academic probation, the Provost of the College gives notice of the fact to the student. The primary responsibility of a student on probation is improvement of academic work. She is expected to take advantage of the following support systems: her advisor, the Writing Center, and the Academic Center. A student on probation should not be absent from any class. Additionally, a student should consult *The Student Handbook* for other stipulations of academic probation related to student activities. A student will be removed from probation when she attains a cumulative grade point of 2.00 or higher.

**Academic Exclusion/Dismissal.** A student who is placed on academic probation at Wesleyan College will be excluded if she remains on academic probation for two consecutive semesters of enrollment (not counting Wesleyan summer terms) and if her cumulative grade point average remains below 2.00. Exclusion is understood to mean exclusion for at least the following fall or spring semester; the student may apply for readmission after that time. The student who is excluded at the end of either fall or spring semester may enroll in Wesleyan summer terms to attempt to improve her grade point average. If, during the summer terms, her cumulative grade point average is raised to 2.00 or above, the student will be allowed to

re-enroll the following fall semester without academic probation. The student may appeal her exclusion to the Student Progress Committee if she chooses; the process of appeal is outlined in the letter of exclusion. A student may be excluded at any time for other than academic reasons as explained in *The Student Handbook*.

**Attendance.** The semester begins with the first day of class according to the College calendar. The semester ends with the last day of the final exam week. Students are responsible for all absences from class, and it is the responsibility of the student to contact the professor about the possibility of making up work missed for any absence including field trips and athletic events authorized by the college. Students pursuing regular courses in art, music and theatre are required to attend and take part in programs, plays, or exhibitions scheduled by the faculty of the respective areas.

Students are expected to be regular and punctual in attending classes, laboratories, private lessons, and college convocations. A student who is absent from any class may be penalized by the lowering of her grade in the course. Financial aid will not be disbursed to students who do not attend class.

**Auditing Courses.** Anyone who wishes to audit a class must be enrolled either as a degree-seeking or non-degree seeking student. Once enrolled, a student may register to audit a class during the drop/take period, with the exception of studio art class or laboratory course. The student may register to audit a studio art class or laboratory course on the last day of drop/take and with the written permission of the instructor teaching the course. The class attendance policy for the auditing student will be the same as required for the student taking the course for credit. Auditors are required to pay all fees that may be associated with the course (lab fee, studio art fees, activity fees, travel, *et cetera*). Consult the Business Office regarding fees for auditing courses. No individual is eligible to audit any nursing (NUR) course.

**Civility in the Academic Community.** Students, faculty, and staff are expected to treat one another with respect in all interactions. In the classroom, rude, disruptive and/or disrespectful behaviors as determined by a faculty member interfere with other students' rights and with the instructor's ability to teach. Therefore, any student exhibiting unacceptable behaviors during a class will be asked to leave and will be counted absent for that class period. Failure to cooperate with this process will result in disciplinary action that may include withdrawal from the class or dismissal from the College. Violations will be reported to the Provost of the College.

**Course Credit/Credit Hour.** Credit is granted on the basis of semester hours and each course will have a value of one to twelve semester hours. One hundred twenty semester hours are required for graduation.

Except as provided otherwise by the *Code of Federal Regulations* in 34CFR 668.8 (k) or (l), a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonable approximates not less than -

1. one hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester hour of credit, or the equivalent amount of work over a different amount of time; or
2. at least an equivalent amount of work as required in (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours. (Adapted from *Electronic Code of Federal Regulations - current as of June 30, 2011*).

**Credit By Examination and Course Challenge** ([See Academic Credit Options section for details](#)). Wesleyan College participates in a program that awards credit for the successful completion of selected standardized examinations. Credit by examination is possible through Advanced Placement of the College Board; the College Level Examination Program (CLEP) of the College Entrance Examination Board; the International Baccalaureate Program; and the Cambridge International Examinations (A-levels). For credit to be awarded, a minimum score is required on selected CLEP General and Subject examinations (50); Advanced Placement examinations (3, 4, 5); International Baccalaureate higher level (4, 5, 6, 7) and standard level examinations (4, 5, 6, 7); and Cambridge International A-level Examinations. Specific minimum scores and course equivalents may be found in the academic credit option section of this Catalogue. Thirty semester hours is the maximum amount of credit a student may receive through CLEP, Advanced Placement, International Baccalaureate, Cambridge International Examinations, or departmental examination (course challenge).

A student may exempt courses by challenging courses or taking departmental examinations according to the following procedure:

Up to nine (9) semester credit hours may be awarded through challenging courses; however, not all departments will approve course challenges. To receive credit through a course challenge the student must

1. be unconditionally enrolled;
2. request in writing a course challenge from the registrar and obtain the written permission from the appropriate program director and course instructor; and
3. pay one-half of the course challenge fee\* prior to the course challenge, and pay the remainder of the course challenge fee if credit is awarded.

No student will be permitted credit by examination for a course in which she remains enrolled after the Drop/Take period. Course challenges are graded on the Credit/No Credit grade option only. Credit hours for a successful course challenge are posted in the term during which the challenge is attempted and fees are paid. These credit hours do not affect tuition or overload fees.

\*Declared majors or minors in French and Spanish who have placed out of FRN or SPA 211/212 will not be charged a course challenge fee when they challenge those courses.

**Credit and Grading System ([See the Grading policy for Nursing in the BSN section of the Catalogue](#)).** Letter grades are used. They are interpreted below with the number of quality points per credit hour or percent of total points assigned to each letter grade.

**A: 4 points, 90-100%:** The grade A is reserved for work that is of exceptional quality and showing unusual insight, initiative, and understanding.

**B: 3 points, 80-89%:** The grade B is awarded for work that is of superior quality and is consistently above the average.

**C: 2 points, 70-79%:** The grade C indicates average performance. It is an acceptable and respectable grade.

**D: 1 point, 60-69%:** The grade D is the lowest passing grade and indicates work below average.

**F: 0 points, <60%:** The grade F indicates absolute failure.

**CR:** Passing work in a non-graded course taken for hourly credit (not computed in GPA)

**NC:** No credit in non-graded course taken for hourly credit (not computed in GPA)

**I:** Incomplete (not computed in GPA)

**W:** Withdrawal (not computed in GPA). A student may withdraw from a class with the approval of the Registrar up to three weeks past the mid-semester date in the fall and spring semesters and one week past this point in May and summer terms. Exceptions regarding the withdrawal deadline are made only in cases of illness or emergency when a W may be granted past this date at the discretion of the Registrar.

**Students who withdraw from a class must do so through the Registrar's Office, Tate 120. Students who stop attending class and do not withdraw by the deadline receive a grade of F.**

Students who do not pass the writing proficiency exam and who are placed into Writing 100 or Writing 101 may not withdraw from the class. If the student fails to make a grade of C or better, she must take the course again the next semester and may not withdraw.

#### **Comments:**

1. Plus and minus grade designations are not used at Wesleyan.
2. The minimum passing grade is D while the grade F indicates failure.
3. The grade of I is given only when a student has been absent from the final work in a course due to illness or other causes acceptable to the instructor and to the Provost of the College. Permission from the instructor and from the Provost of the College must be requested and given before an I may be recorded. The procedure is as follows:
  - a. Except in cases of emergency, the student should consult with the instructor concerning the incomplete.
  - b. Except in cases of emergency, the student must file a written request for an incomplete with the instructor outlining her reasons for the request.
  - c. In cases of emergency (defined as unexpected occurrences such as accidents or sudden illness) when there is no opportunity for a consultation or a written request, the instructor may assign an incomplete grade for the student.
  - d. The instructor must submit an Incomplete Grade Form (found on WesPortal, WesNet tab, Provost's Office section, forms) to the Provost of the College for approval.

- e. Instructors must remove I grades by the date given in the *Wesleyan College Catalogue* (for fall semester, February 1, for the spring semester, July 1, and for the summer semester, by October 1). The instructor must complete a grade change form in the Registrar's Office to remove the I grade. The Provost will notify the student, by letter, prior to this time of the fact that a grade of Incomplete which has not been made up by the deadline will be assigned a grade of E by the Registrar. A copy of this letter will be mailed to the instructor of the course as well.
- f. It is the responsibility of the student to make arrangements for completing all work by the deadline. A student failing to complete all work shall be regarded as having failed in the course, and a grade of F will be recorded by the Registrar.

4. Credit hours earned in courses accepted for transfer to Wesleyan College from other regionally accredited institutions are included in the transfer student's cumulative credit hours earned. Grades earned in courses accepted for transfer credit are not reflected in a student's Wesleyan cumulative grade point average. Additionally, grades earned in transferred courses that are part of the major are not calculated in the minimum 2.00 grade point average that is required in the major for graduation. For senior honors, grades accepted for transfer of credit to Wesleyan will be computed in the cumulative grade point average. (See Academic Honors for a complete explanation of policies related to senior honors.)

**Credit/No Credit.** A student may elect up to a maximum of 18 semester hours on the basis of Credit/No Credit grading during her tenure at Wesleyan College. This option may not be exercised in the first semester of the first year. After that semester, no more than five semester hours per term may be elected on the Credit/No Credit option, except in special cases such as student teaching or extended internships approved by the Provost of the College. The only parts of a student's major work that can be taken on Credit/No Credit grading are directed independent studies and field studies. The student teaching block (EDU 490) and extended internships are special cases in which the student may register for up to twelve semester hours during a semester using the Credit/No Credit grade option.

Credit/No Credit grading is the student's option except in AMS 440, EDU 490, POL 245, PSY 119, field studies/internships and course challenges; however, Credit/No Credit grade option may not be exercised or modified after the Drop/Take period. Except in courses requiring Credit/No Credit grading, students should exercise great caution in choosing this option. Opting for more than one course (3, 4 hours) of Credit/No Credit grading disqualifies a student for Senior Honors, and may be looked upon with disfavor by some graduate and professional schools.

**Credit For Summer Work at Another Institution.** The student who wishes to attend another college or university for a summer session should secure from the Registrar's Office a summer school request form. The student should meet with her academic advisor to determine the course(s) she wishes to take and how the course(s) relate to her academic program at Wesleyan College. The completed summer school request form and a copy of the course description(s) should be brought to the Registrar's Office for determination of course equivalency prior to the student's departure in the spring semester. The student is responsible for having an official copy of her summer transcript sent to the Registrar of Wesleyan College no later than September 1. Grades below C may not be transferred to Wesleyan for credit.

#### **Foreign Language Placement Policy:**

1. All incoming students with any prior instruction or significant experiences in Chinese (Mandarin), French, German, Japanese, or Spanish must take the language placement test in that language, even if they do not plan to continue in that language. Placement decisions will be made by the foreign language faculty on the basis of the examination, the high school transcript, and, in some cases, an oral interview, especially for placement above the second-semester level. No academic credit hours will be awarded for exempted courses or for any language course taken below the level of placement; however, on the recommendation of the instructor, a student who is deemed unprepared for the level in which she was placed, may go back to an earlier course even after the end of the Drop/Take period and earn credit when possible. Students are urged to take courses in a foreign language in sequence, fall-spring or in the course of one summer, without skipping a semester, and to complete their language proficiency requirement in the first four semesters at the College.
2. Students may begin studying a new language at the 101 level without taking a placement test as long as they have no previous experience or instruction.
3. Students who place above proficiency level may earn credit for foreign language courses at or above the intermediate level by passing the appropriate departmental challenge exam(s) or by submitting Advanced Placement, International Baccalaureate, Cambridge, CLEP or SAT II test scores.

**Grade Appeals.** Appeals for a change in the final course grade must be initiated according to the following deadlines;

Fall term (Regular and Split Term B) - by December 22 or (Split Term A) - by October 20

Spring term (Regular and Split Term B) - by May 18 or (Split Term A) - by March 9

Summer term (Term I) - by June 15; (Term II) - by June 29; (Term III) - by July 13; (Term IV) - by July 27; (Term V) - by August 10; (Entire Term and Term VI) - by August 22

Subsequent appeals must be initiated within five business days after receipt of the response to the earlier appeal. Appeals received after five business days will not be honored. The appeal process is as follows.

**Step One:** The student will petition the instructor in writing, citing the reasons for the grade appeal. The student should keep a copy of the letter for her personal records. Within five business days after receiving the appeal, the instructor will submit a written response to the student.

**Step Two:**

a. If, after the instructor's review, the grade dispute remains unresolved, the student will consult with the program director and submit a copy of the appeal. The program director will attempt to resolve the dispute between the instructor and the student and may consult with other persons who have relevant information. Within five business days after receiving the appeal, the program director will submit a written response to the student with a copy to the instructor.

b. If the grade dispute is with the program director, the student will meet with the division chair. Within five business days after meeting with the student, the division chair will submit a written response to the student with a copy to the program director.

**Step Three:**

a. If, after the program director's review, the grade dispute remains unresolved, the student will consult with the division chair and submit a copy of the appeal and any other documents related to the appeal, including the response from the instructor and/or program director. The division chair will attempt to resolve the dispute between the instructor and the student and may consult with other persons who have relevant information. Within five business days after receiving the appeal, the division chair will submit a written response to the student with a copy to the instructor and program director.

b. If the grade dispute is with the division chair, the student will meet with the Provost of the College. Within five business days after meeting with the student, the Provost will submit a written response to the student with a copy to the division chair.

**Step Four:** If all efforts to resolve the grade appeal at the program and division level fail, the student may petition the Provost of the College to review the appeal. If the Provost determines the need for a review committee to examine the issues of the grade appeal, the committee shall consist of three faculty members - one from the instructor's department and two from academic divisions other than that of the instructor. The committee, if appointed, will advise the Provost of the College regarding the grade under appeal.

**Step Five:** If the grade appeal is unresolved at the level of the Provost of the College, the student may petition the President of the College to review the appeal.

a. If the Provost of the College appointed a committee as outlined above, the President will review the process, the findings, and the decision of the Provost. The President will render a final decision.

b. If the Provost of the College did not appoint a committee the President may, at her discretion, appoint a review committee composed of faculty as described in Step Four. The committee, if appointed, will review the case and advise the President. The President will render a final decision.

c. Should a grade change result from the appeal, it is the responsibility of the decision-maker at the level of resolution (instructor, program director, division chair, Provost, or President) to file, in writing, an authorization for grade change with the Registrar of the College. Said authorization should be submitted to the Registrar's Office within five working days of the decision. A copy of the grade change shall become a part of the student's permanent file.

*No change of grade may be made later than one semester (or term) following the semester in which the grade was received. The Provost may make exceptions to the timeline for faculty responses as needed.*

**Complaints of an Academic Nature.** Complaints related to academics but unrelated to grade appeals will follow the same general procedures as outlined above for grade appeals. The complaint must be made in writing to the instructor, with a copy to the director of the academic program. If the complaint is not resolved, the student may appeal to the division chair, then the Provost of the College, and finally the President of the College.

**Graduation.** Each student must file an application for diploma with the Registrar of the College at the beginning of the semester that precedes the semester in which she expects to complete degree requirements. The Bachelor of Arts and Bachelor of Science in Nursing degrees are conferred at the end of each academic semester with the prior approval of the Provost and faculty. M.Ed. and MBA degrees are conferred upon satisfactory completion of all requirements, as announced on the program academic calendar.

AB and BSN students who have completed all degree requirements, have been certified by the Registrar, approved by the Provost and faculty, and have met all obligations to the College will graduate in the commencement ceremony held in May or August. Students who complete requirements for the Bachelor of Arts degree in August will graduate in the commencement ceremony in August for AB, M.Ed., and MBA students. Students who complete requirements for the AB and BSN degree in December will graduate in the commencement ceremony the following May.

Attendance at graduation is required. A student may graduate *in absentia* only with the written permission of the Provost of the College.

Each student's diploma and transcript will bear the student's legal name. If the name has changed since admission to the College, the student must submit a court order or other document indicating a legal change of name to the Registrar no later than March 1st prior to graduation in May, or June 1st prior to completion in August.

The commencement program will bear the student's preferred name as indicated in the application for diploma. If the preferred name has changed since submission of the application for diploma, the student must submit a request to change the preferred name to the Registrar no later than April 1st prior to graduation in May, or July 1st prior to completion in August.

**Independent Study.** To make possible the college ideal of individual development, independent study opportunity, under faculty supervision, is made available in each academic area. Variable credit is permitted with a maximum of six semester hours in one field of study. To guarantee quality, the special approval of the program director of the area concerned is required.

**Leave of Absence.** A leave of absence is designed to allow a student a break in her studies for a limited time without having to withdraw from or apply for readmission to Wesleyan College. The leave of absence applies to any matriculated student who is in good academic and financial standing with the college. The leave of absence may last for a minimum of one semester, and a maximum of a 12-month period; a student may only accrue a total of two semesters (excluding summer semesters) for leave of absence during her college career. International students must comply with immigration regulations regarding continuous enrollment. Consult with the Student Affairs office concerning regulations.

The student will apply to the Registrar of the College for a Leave of Absence during the semester preceding the leave of absence period. A student cannot take a leave of absence after the semester begins. Once the leave of absence is approved, the student is required to pay an *in absentia* fee to the College. Consult the Business Office for current fees. When she returns, the fee will be applied to her tuition. If the student does not return, the continuation fee will be deemed forfeited.

Upon her return, it is the responsibility of the student to notify both her advisor and the Registrar during registration to reinstate her academic standing. At this time, the student does not need to apply for readmission. If a student exceeds the allotted leave time, she will be deemed to have withdrawn and must apply for readmission. General education and major requirements in effect at the time of the student's approval for a leave of absence will continue in effect upon her return within the allotted leave time.

During the leave, a student may take courses at another college. However, only a maximum of 6 hours for a one-semester leave and 9 hours for a two-semester leave may transfer to Wesleyan if such hours are allowable under other transfer credit policies and limitations.

The Provost of the College may make exceptions to this Leave of Absence policy under extraordinary conditions.

**Name on Official Records.** The Registrar's Office is responsible for maintaining a student's official academic record, and as such is the office that controls student name changes at Wesleyan College. All inquiries and requests should be directed to this office. Legal name is defined as the name verified by a birth certificate, marriage certificate, social security card, passport, or court order. Students wishing to change their name on their official academic record from the name under which they were admitted to the College must provide the Registrar with legal documentation reflecting their new legal name.

Change of name requires (1) presentation of a current Social Security card reflecting the new name and (2) a government-issued photo ID, marriage certificate, divorce decree, or court order reflecting the new name. Please present the original legal document or a certified (i.e., notarized) copy with the original notary seal to the Registrar's Office. Faxes cannot be accepted. Original documents will be copied for your file and returned to you.

International students' names must appear on academic records exactly as they appear on the passport issued by the home country. The U.S. entry visa may not be used as documentation for a name change.

Alumnae who wish to order a replacement diploma may do so through the Registrar's Office. Diplomas are only printed twice a year corresponding with commencement. See tuition and fees section for replacement cost.

**Numbering of Courses and Abbreviations.** Single numbers indicate one-semester courses. Courses planned primarily for first-year students and sophomores are numbered 100 to 299; courses planned primarily for juniors and seniors are numbered 300 to 499. Graduate courses are numbered at the 500 level or higher. Subject codes are indicated by the letters following each subject; e.g., biology (BIO).

ACC Accounting  
AMC Advertising & Marketing Communication  
AMS American Studies  
ARH Art History  
ART Art (Studio Art)  
AST Asian Studies  
BIO Biology  
BUS Business  
CHM Chemistry  
CHN Chinese  
COM Communication  
CSC Computer Science  
EBA Executive Business Administration (MBA)  
ECO Economics  
EDR Education in Reading  
EDU Education  
EDS Educational Studies  
ENG English  
ESC Environmental Science  
FRN French  
GER German  
HIS History  
HPE Health and Physical Education  
HMS Human Services  
HUM Humanities  
JPN Japanese  
MAT Mathematics  
MUP Music Performance  
MUS Music  
NSC Neuroscience

NUR Nursing (BSN)  
PHI Philosophy  
PHY Physics  
POL Political Science  
PSY Psychology  
REL Religious Studies  
SPA Spanish  
THE Theatre  
TRA Travel Study  
WIS Wesleyan Integrative Seminar Experience  
WRI Writing  
WST Women's Studies

**Readmission.** A student who, having withdrawn from the College, wishes to return after a lapse of time may not be automatically readmitted but must apply for readmission. Students readmitted must fulfill the general education program, major requirements and any and all other requirements for the degree in effect at the time of their readmission. However, students who completed their general education program at Wesleyan before their withdrawal will be deemed to have completed general education when they are readmitted.

If the student is approved for a medical withdrawal and wishes to return to Wesleyan College at a later date, she must apply for readmission. A full, current report from her physician must be sent to the Director of Health Services for evaluation, and a personal interview may be required before an application for readmission is considered. Receipt of medical documentation does not automatically guarantee readmission.

**Repeating a Course.** A student may repeat a course one time to affect her grade point average only when she has first made a D or E in the course; the better grade will count in the computation of the cumulative grade point average. Course credit earned in the case of repeated courses is counted only one time.

Exceptions are courses that require the student to make a C or higher to meet proficiency (WRI 101 and modern foreign language courses that satisfy proficiency or advancement and "repeatable courses" such as certain HPE classes, *et cetera*). **Students should consult with the Office of Financial Aid regarding their tuition package to determine if tuition payment may be required for courses that they repeat.**

**Teaching and Learning with Technology.** Wesleyan College students have the opportunity to experience various learning environments through several modes of delivery: traditional classroom (face-to-face), online, and electronic hybrid. Students in "electronic hybrid" courses meet at least half of the time in classroom or laboratory sessions and half of the time in collaborative online settings. Students in "online" courses interact predominantly through collaborative online means. Because some face-to-face interaction is essential for instructional continuity, electronic courses must involve a preterm meeting to orient students to the technology and requirements of online work.

In order to promote an environment in which ideas may be freely expressed, the interior office and classroom spaces at Wesleyan are private spaces. The unauthorized creation of photographic images, audio or video recordings of students or faculty in these spaces is considered to be disruptive behavior which may result in a student's removal from class according to the instructor's discretion. The distribution of any such recordings of students or faculty without the express written permission of the College is strictly prohibited and is subject to disciplinary action by the Provost of the College.

**Transcript Requests and Release of Records.** Wesleyan College recognizes the privacy rights of students with regard to their educational records, including the right of access to their own records and the right to a hearing to challenge the accuracy of such records. The College will not release personally identifiable data about students from education records without written permission from the student to any individual, agency, or organization, except to the extent that the Family Educational Rights and Privacy Act of 1974, as Amended (FERPA) authorizes disclosure without consent. A full statement of Wesleyan's policy concerning the privacy rights of students is printed annually in The Student Handbook.

Students and alumnae can electronically send official transcripts to the destination of their choice. Instructions for ordering a transcript are located on Wesleyan's Website: [www.wesleyancollege.edu](http://www.wesleyancollege.edu). Click on Academics, Academic Resources, Request a Transcript. Unofficial transcripts are only available to currently enrolled students through their WesPortal account at no charge. Fees for transcripts are given in the Financial section of the Catalogue. Wesleyan College is not responsible for incomplete or incorrect mailing addresses provided with requests for transcript releases.

Requests for transcripts will be checked and approved for release within 5 working days by the Registrar's Office at Wesleyan College. During peak periods of activity in the Registrar's Office such as the opening and closing of semesters, registration, and graduation, the processing time for release of transcripts may extend slightly beyond five working days.

Wesleyan reserves the right to withhold the transcript of any student who is past due or delinquent on her loan obligation(s) to the College, is delinquent or has defaulted on federal student loans, owes the College money from current or previous enrollment, has failed to submit official transcripts from previous high schools or college attendance, has failed to return College property, has failed to secure proper immunizations as required by the Health Services of the College, or has failed to fulfill any other obligation to the College.

**Withdrawal.** It is strongly recommended that any student receiving financial aid who is contemplating withdrawal from the College, first contact the Office of Student Financial Aid to determine the impact of that decision.

**Voluntary Withdrawal.** Students who find it necessary to withdraw from the college during the regular academic year must file with the Registrar of the College a withdrawal request form requesting administrative approval for such action. Voluntary withdrawal is considered official by the College only upon receipt of said request.

Honorable dismissal is granted only if all financial obligations to the College are satisfactorily cleared. A residence hall student should also notify the Director of Residence Life of her intention to withdraw. Students who withdraw and do not complete the semester enrolled, the date the student initiated the withdrawal process will serve as her withdrawal date and the date the college determined she withdrew. Students who withdraw and complete the semester enrolled, the date of the last day of the term enrolled will serve as her withdrawal date and the date the college determined she withdrew. Students who do not officially withdraw, but fail to register for the next fall or spring semester are considered voluntarily withdrawn as of the last day of the last term enrolled. See also, Non-Attendance and Unofficial Withdrawal and Readmission in the College catalogue.

**Administrative Withdrawal.** The Provost of the College may withdraw a student from a class or dismiss her from the College for failure to cooperate with an instructor's policies for classroom behavior or for repeated failure to respond to an instructor's requirements for a course. The date the Provost initiated the administrative withdrawal will serve as the student's withdrawal date and the date that the college determined she withdrew. Notification must be given to the Registrar.

**Medical Withdrawal.** If, for medical reasons, a student seeks to withdraw from the College after the last day to withdraw without academic penalty, she must document her illness through an official medical report from her physician, and it must be approved by the Provost of the College before her official withdrawal is accomplished through the Registrar's Office. If the student fails to document her illness, and/or is not approved for a medical withdrawal by the Provost of the College, she is responsible for completing the course requirements. The date the student initiated the Medical Withdrawal process will serve as her withdrawal date and date that the college determined she withdrew. See also, Readmission in the College catalogue.

**Mandatory Medical Withdrawal.** The College may require mandatory medical withdrawal of any student who, in the opinion of the Director of Health Services, the Director of Counseling, or the Provost of the College, has an illness or condition that might endanger or be damaging to the health or welfare of the student or any member of the college community, or whose illness or condition is such that it cannot be effectively treated or managed while the student is a member of the college community. The date the college administration initiated the mandatory medical withdrawal process will serve as the student's date of withdrawal and date that the college determined she withdrew. Notification must be given to the Registrar. See also, Readmission in the College catalogue.

**Non-Attendance and Unofficial Withdrawal.** Students receiving federal financial assistance, who do not pass any courses and who do not officially withdraw from Wesleyan College are considered "unofficially withdrawn". The following procedures are used to determine if students never attend class and/or withdraw unofficially, and to determine repayments due back to aid programs. Students who are unofficially withdrawn must apply to the College for readmission in future semesters (See Readmission, in the College catalogue).

**Beginning of each term:**

1. Faculty members are required to track attendance via WesPortal during drop/add periods. Using this method, faculty report changes to their class rosters, including students who have never attended class.

2. Financial aid will not be disbursed to students who do not attend class. Students are notified that financial aid is on hold until class attendance can be verified. Students who claim they are attending class(es) may have aid reinstated ONLY if their professor(s) confirm attendance by directly contacting the Registrar's Office (e-mail required). The student's claim to have attended class, absent positive confirmation from the faculty member, does not constitute confirmation of class attendance.

3. After all faculty members have reported attendance via WesPortal, federal aid awards are recalculated for students not attending class(es). Students will be administratively dropped from class(es) not attended. Federal awards are adjusted to pay only for classes the student is attending. This adjustment could result in the reduction of aid awarded and/or the loss of grant, scholarship or loan funds. If attendance rosters indicate the student never attended any classes, all federal financial aid is cancelled and the student will be unofficially withdrawn from the College and must reapply for readmission.

The College returns aid to the financial aid programs and bills the student for funds received for classes never attended. Repayment may be required with funds other than financial aid. If this occurs and the bill remains unpaid for more than 120 days, a third party collection agency will be used and the debtor will also become liable for any additional collection costs associated with the collection of any amount not paid. Students are ineligible for future aid until debt is repaid in full.

**Mid-Semester of each term (Before Withdrawal deadline):**

1. Faculty members are required to report students who at the Mid-Semester date are academically deficient in the class via WesPortal by the reporting deadline. Using this method, faculty report students' academic progress, including students who have ceased class attendance.
2. After all faculty have reported to the Registrar, students who have ceased attending class for more than two weeks will be urged to officially withdraw from class(es) before the withdrawal deadline. If no response is received from the student within one week, an unofficial withdrawal will occur from the class(es). The last date of academic activity reported by faculty will serve as the school's date of determination and date of withdrawal for the student.

**End of each term (After Withdrawal deadline):**

1. Faculty must report all students' last date of attendance when submitting final grades. Students who ceased attendance for more than two weeks and receive no academic credit for all classes are considered unofficially withdrawn from the College. Students who have ceased attendance for more than two weeks and do not receive an approved administrative withdrawal will maintain punitive grades as well as being unofficially withdrawn.
2. The Registrar creates an exception report of all federal financial aid recipients with all "F", "NC", "W" grades, and notifies the Financial Aid Office of students who have unofficially withdrawn by sharing a copy of the report.
3. Once the withdrawal date is determined, the Financial Aid Office calculates the amount that must be returned to aid programs by the College and the student, in accordance with federal and state regulations and College policy. For details, see the Return of Title IV Funds policy which follows. The last date of academic activity reported by faculty will serve as the school's date of determination and date of withdrawal for the student.

**Return of Title IV Funds Policy for Students Receiving Federal Financial Aid at Wesleyan College**

The Higher Education Amendments of 1998 and the Higher Education Reconciliation Act of 2005 set forth regulations governing the treatment of Title IV funds (Federal Pell Grant, Federal Supplemental Education Opportunity Grant [SEOG], Academic Competitiveness Grant [ACG], National SMART Grant, Federal Subsidized Loan, Federal Unsubsidized Loan, and Federal PLUS) when a student withdraws completely from an institution.

When a student withdraws during a period of enrollment in which he/she has begun attendance and has received federal Title IV financial aid, Wesleyan College is required to determine the amount of earned and unearned Title IV aid. A student is eligible to retain the percentage of Title IV aid disbursed or that could have been disbursed that is equal to the percentage of the enrollment period completed by the student (calculated daily). Scheduled breaks of 5 or more consecutive days are excluded. The unearned Title IV aid must be returned to the appropriate federal aid program(s). If the student has completed more than 60% of the enrollment period, no Title IV aid needs to be returned.

**Workload.** A normal course load is between 12 and 18 semester hours during the fall and spring semesters. Students who wish to take 19 or more hours must have a cumulative GPA of 3.00 and permission of the Registrar. International students on an F-1 student VISA are required to maintain a minimum of 12 semester hours for the entire semester. Consult the business office for overload fees for hours above 18.

A student with 27 or fewer semester hours may not register for a 300- or 400-level course without permission of her advisor and the course instructor or chair of the department in which the course is being offered.

Students enrolled in the Wesleyan College/Guangzhou University dual degree program should follow the workload advised for their program.

# Programs for Academic Enrichment

**Academic Honors.** Wesleyan College recognizes its students' superior academic work through the President's Scholars, the Provost's List, senior and sophomore honors, Junior Marshals, and through election to various campus honor societies.

## President's Scholars

Full-time students who during one semester, including summer, pass all their courses and earn a grade point average of 4.00 are named as President's Scholars for the semester.

## Provost's List

Full-time students who during one semester, including summer, pass in all their courses and maintain a grade point average of 3.50 to 3.99 are named to the Provost's List for the semester.

## Senior Honors

Requirements for graduating with honors are:

*summa cum laude*

1. Attains a cumulative grade point average (GPA) of at least 3.90 for all work completed at Wesleyan and any work accepted for transfer credit; however, the student may not receive a higher honor at graduation than that merited by her academic performance at Wesleyan.
2. Completes at least 60 semester hours of graded course work at Wesleyan College.
3. Takes all courses for a grade with the exception of one course and those which may only be taken for Credit/No Credit.

*magna cum laude*

1. Attains a cumulative grade point average (GPA) of at least 3.70 for all work completed at Wesleyan and any work accepted for transfer credit; however, the student may not receive a higher honor at graduation than that merited by her academic performance at Wesleyan.
2. Completes at least 60 semester hours of graded course work at Wesleyan College.
3. Takes all courses for a grade with the exception of one course and those which may only be taken for Credit/No Credit.

*cum laude*

1. Attains a cumulative grade point average (GPA) of at least 3.50 for all work completed at Wesleyan and any work accepted for transfer credit; however, the student may not receive a higher honor at graduation than that merited by her academic performance at Wesleyan.
2. Completes at least 60 semester hours of graded course work at Wesleyan College.
3. Takes all courses for a grade with the exception of one course and those which may only be taken for Credit/No Credit.

For senior honors, grades accepted for transfer credit to Wesleyan will be computed in the cumulative GPA, but the student may not receive a higher honor at graduation than that merited by her academic performance at Wesleyan.

Wesleyan graduates with an undergraduate degree who return to Wesleyan for a second undergraduate degree, or students who come to Wesleyan for a second undergraduate degree from another regionally accredited institution, will continue adding to their previous GPA for cumulative hours.

**Junior Marshals.** Junior Marshals are selected during spring semester each year from full-time students in the rising Junior Class to serve as guides in the processional and recessional at formal academic occasions in the next academic year. At the point of selection, candidates for Junior Marshal positions must have completed forty-five (45) hours of academic work, at least thirty (30) of which must be at Wesleyan College. The Provost of the College, the Registrar of the College, the Dean of Students and the Faculty Marshal comprise the selection committee. The committee may solicit information from Faculty and Student Affairs Staff as needed. Selection criteria include cumulative grade point average, proven leadership in student organizations as evidenced on the Co-Curricular transcript, and character traits including punctuality, reliability, and commitment.

**Honors Research.** Wesleyan College encourages exemplary students to conduct and present rigorous scholarly research in close consultation with faculty members. A student may participate in honors research by completing an honors thesis during her senior year or by making a presentation at a conference off campus.

### **Eligibility for Completing the Honors Thesis**

1. A full-time student who began her college career at Wesleyan and who, at the beginning of her senior year at the college, has a 3.50 or higher cumulative grade point average overall and in her major is eligible to register for thesis credit and complete the honors thesis.
2. A full-time student who transfers into Wesleyan from a regionally accredited college or university and achieves a grade point average of 3.50 or higher overall and in her major after 90 semester hours of academic work is eligible to register for thesis credit and complete the honors thesis.
3. To be eligible for the honors thesis, a student must complete at least four courses within her major by the beginning of the spring semester of her junior year.\*
4. Under certain circumstances, a student may appeal to the College Provost to register for thesis credit and complete the honors thesis.

### **Eligibility to Continue Thesis Research**

A student conducting research for an honors thesis must maintain a grade point average of at least 3.50 overall and in her major throughout the senior year in order to be eligible to continue her research into the second semester and complete the honors thesis. Students who do not meet this standard will no longer be eligible to complete the honors thesis.

### **The Honors Thesis**

A student wishing to write an honors thesis must consult with her major advisor early during the spring semester of her junior year. She must submit an application and syllabus for XXX 499, designed with her advisor, to the director of her major program and the registrar no later than the end of the spring semester of the junior year.

During her senior year, a thesis student will complete and present the results of her research. The thesis constitutes an in-depth exploration of some area within her major field. Involvement in the honors thesis shall be six semester hours, divided between her last two semesters, and will be noted on the student's transcript as XXX 499. (Note: There is a one-time course fee for XXX 499, which covers the costs of thesis binding.) At the beginning of the fall semester of her senior year, a student should establish her thesis committee, and throughout the fall and spring semesters of senior year, students should meet regularly with her thesis advisor(s). Honors thesis hours need not count toward the maximum hours allowed in a major.

By the end of the fall semester of her senior year, the thesis student shall submit her literature review, introduction, methods, and bibliography to her thesis advisor. One week before Celebrating Student Scholarship Day in spring semester, she should submit a complete first draft to her thesis committee. Students completing the honors thesis are required to present their findings to faculty and peers during Celebrating Student Scholarship Day. The oral defense and the revised and signed thesis are due by Reading Day of spring semester.

The completion of the thesis shall be noted on the student's final transcript, with the notation to include the thesis title.

## **Thesis Research to Be Construed Broadly**

There is a great deal of variation between academic fields regarding what constitutes serious scholarly work. Depending on the field, this may include performances or the display of tangible creative works. Such scholarly work is eligible for consideration for the completion of thesis requirements, provided that 1) a permanent record of the work is created for the college's collection, 2) the student's advisor approves of the work in the same manner that other thesis work is approved, and 3) the student meets all other requirements for the completion of the thesis.

\* Students graduating in December should follow the modified schedule and checklist available on WesPortal, WesNet tab. These students should meet with their advisor(s) during the second semester of their junior year to set up a schedule for the completion of their thesis requirements.

## **Conference Presentations**

Wesleyan College encourages students to present high-quality research and other scholarly work at state, regional and national conferences. Students are encouraged to consult with their advisors regarding appropriate venues at which to present their work. In many fields, conferences accept proposals for presentations by undergraduate students, and there are similar opportunities at a number of interdisciplinary conferences. The college maintains membership in the Southern Regional Honors Council and the Georgia Collegiate Honors Council, and students are eligible to apply to present their work at those organizations' annual conferences. There is also a list of conferences that accept undergraduate work available on the WesPortal, WesNet tab. A student's advisor is likely to be the best source of information about conference opportunities.

The college will provide limited funding to cover travel, lodging and registration expenses on a competitive basis. To be eligible for consideration for funding, a student must have a grade point average of at least 3.50 overall and in her major, as well as have a recommendation from a faculty member who is supervising her research. Applications for conference funding will be considered by a committee composed of the director of honors research, the director of the Global Scholars Program and the directors of the Findlay, Munroe and Lane scholarship programs. Because of budgetary considerations, even well qualified projects may not be awarded funding. Students who receive funding back must complete a report on their presentation to the director of honors research no later than Reading Day of the semester in which the conference occurs. Students who do not make a presentation as planned must repay to the college any funds received. Because of the limited funding available, college funding will be available for no more than one conference per student.

## **Honor Societies and Professional Fraternities.**

**Alpha Kappa Psi.** Alpha Kappa Psi, the first professional fraternity in business, was founded at New York University in 1904 and chartered at Wesleyan in 1989. Students with a business major or minor are eligible for membership. Members must have high moral character and satisfactory academic standing.

**Alpha Lambda Delta.** This national scholastic honor society recognizes outstanding academic achievement during the first year. Founded nationally in 1923, a chapter was established at Wesleyan in 1987. To be eligible for membership, first-year students must be enrolled full-time, earn a cumulative grade point average of 3.50 or better, and be among the top 20 percent of their class.

**Alpha Psi Omega.** This national honor society for students participating in theatre work has a Wesleyan chapter, Phi Psi. To be elected to membership, the student must have second semester junior standing and have demonstrated outstanding ability in theatrical activities.

**Beta Beta Beta.** Beta Beta Beta is a national honor society for biologists. Founded nationally in 1922, a chapter was established at Wesleyan in 1977. Rising juniors and senior biology majors are chosen on the basis of academic achievement, both in the major and in general scholarship.

**Kappa Delta Epsilon.** KDE, a national honor society in education, has a chapter at Wesleyan known as Alpha Omicron. Membership is open on invitation to students planning to teach. Invitation is based on an academic average of B and leadership qualities.

**Kappa Mu Epsilon.** KME, a specialized honor society in mathematics, established the Georgia Epsilon chapter at Wesleyan in 2010. KME was founded in 1931 to promote the interest of mathematics among undergraduate students. Its chapters are located in colleges and universities of recognized standing which offer a strong mathematics major. The chapters' members are selected from students of mathematics and other closely related fields who have maintained standards of scholarship, have professional merit, and have attained academic distinction.

**Mortar Board.** The Crown and Scepter chapter of Mortar Board was founded at Wesleyan in 1971. Mortar Board is a national senior honor society founded for the advancement of women. Membership is based on scholarship, leadership, and service, and is offered to a select group of rising seniors every spring.

**Phi Kappa Phi.** The Honor Society of Phi Kappa Phi is a national honor society recognizing academe achievement in all departments. The Wesleyan chapter was established in 1969. It seeks to stimulate scholarship in all fields of learning. Only those juniors who are in the upper 7.5 percent and seniors in the upper 10 percent of their classes may be considered for membership. Character and service are also considered.

**Phi Sigma Iota.** The International Foreign Language Honor Society began in 1917 at Allegheny College. The Sigma Omicron chapter of Phi Sigma Iota was established on the Wesleyan campus in 1966. The Society seeks to recognize outstanding achievement and abilities of students pursuing a curriculum which emphasizes foreign languages, literatures, and cultures. Students who have completed at least three semesters at Wesleyan, who have reached at least the fifth semester level of the foreign language they study, and who have a 3.00 average or better in the declared major/minor and in overall coursework are eligible for membership.

**Pi Gamma Mu.** Installed at Wesleyan in 1959, Pi Gamma Mu is a national honor society in social science. To be eligible, a student must have earned at least twenty semester hours in the social sciences with a B average and be in the upper 35% of her class.

**Psi Chi.** A chapter of Psi Chi, a national honor society in psychology, was established at Wesleyan College in 1980. To be eligible for membership, a student must have declared a major in psychology, completed eight semester hours of psychology, or six semester hours and registered for at least two semester hours in addition. Grade point averages of 3.267 in general scholarship and 3.3 in the major are required.

**Convocations.** The Wesleyan Convocation Series contributes to a strong academic atmosphere for students, faculty, and staff by bringing to the campus outstanding scholars and performers in varied areas and providing opportunities for meaningful community service. In addition to providing enrichment beyond classroom experiences, the Convocations also serve the purpose of providing a time for the entire campus community to meet together.

**Clarification of Convocation Policy** Convocations contribute to the campus's academic atmosphere. This implies that events must foster student learning by complementing the curriculum, supporting the College's mission in terms of service, or contributing to the identity of the College community as a whole.

### **Definition of All-Campus Convocations**

1. Ceremonial occasions celebrating the life and accomplishments of the Wesleyan community (Opening Convocation and Honors Day Convocation, for example) are All-Campus convocations.
2. Endowed lecture and lecture series (such as the Lamar Lecture Series, the Belk Lecture, and the Carnes Lecture) constitute All-Campus convocations.
3. Additional events will be considered for the All-Campus designation under the following circumstances:
  - sufficient slots remain on a semester's schedule to accommodate events other than those listed above (see "Procedures and Student Requirements" below)
  - an event supports the academic program and mission of the College
  - an event's topic or appeal extends to the interests and concerns of the Wesleyan community at large

## **Definition of Spectrum Convocations**

1. Like All-Campus convocations, Spectrum convocations contribute to the campus's academic atmosphere. Spectrum events must go beyond a conversation among students to include expertise not available within the general student population (faculty, staff, community members, etc.).

2. Spectrum convocations must be organized with a clear academic goal in mind.

3. Spectrum events must be open to all students. Club meetings and events designed for smaller groups of students (a class, for instance) are not appropriate for a Spectrum convocation.

## **Procedures and Student Requirements**

1. To ensure that convocations fulfill their goal of providing gathering time for the Wesleyan community and to avoid diluting the population at each event, Wesleyan College shall offer no more than 40 convocations (All-Campus and Spectrum) per semester, of which no more than six shall be designated All-Campus.

2. Applications for All-Campus convocations must be submitted no later than two weeks before the end of classes of the previous semester. Applications will be reviewed, funding awarded, and a convocation calendar formulated at a meeting of the Programs and Exhibitions Committee before the beginning of each semester so that All-Campus convocations for that semester can be publicized. If a potential sponsor wishes to add an All-Campus event after the convocation calendar is published, the Programs and Exhibitions Committee will consider the request only if the event could not be planned by the due date, if the event is of extraordinary merit, and/or if the proposed convocation would substitute for another on the convocation schedule.

3. Applications for Spectrum convocations will be considered on a rolling basis until the designated number of convocation slots for a semester (40) has been reached. Applications for Spectrum convocations must be submitted no later than 30 days before the proposed event. The number of Spectrum convocations may exceed the designated number per semester only if an event is of extraordinary merit and/or it substitutes for another on the convocation schedule.

4. All full-time day students must attend a minimum of 8 convocations per semester, at least 3 of which are All-Campus convocations. Students admitted to the Bachelor of Science in Nursing program must attend a minimum of 4 convocations per semester, at least 2 of which are All-Campus convocations. Students studying abroad and Student Teachers are exempt for the semester during which they pursue these activities. Evening, Exchange, and Wesleyan College of Guangzhou University Dual Degree students are encouraged to attend convocations, but are not required to earn convocation credit.

5. A student may count no more than two events in a single series (films, lectures, workshops, etc.) as convocation credit.

6. To earn convocation credit, students must be present for the entire event. Furthermore, students must behave professionally during the event. Activities (such as texting or talking on cell phones) that distract others and signal disrespect for speakers/presenters and audience will not be tolerated. Lack of adherence to these guidelines constitutes an Honor Code violation, and the student will not receive convocation credit for the event.

7. Students who do not attend the required number of convocations will be fined at the end of each semester.

8. Any materials purchased with funds from the Programs and Exhibitions Committee budget are the property of Wesleyan College and should be housed where they are accessible to the College community.

9. Student groups wishing to sponsor a convocation must obtain their faculty sponsor's approval prior to submitting the convocation request.

**Instructional Technology Program.** The objective of the Instructional Technology Program is to prepare women to live in the twenty-first century by teaching them to use the computer as a tool for learning, thinking, and communicating. To this end, the college offers courses in alternative electronic hybrid and online formats. Students in "hybrid" courses meet approximately half of the time in classroom or laboratory sessions and half of the time in collaborative online settings. Students in "online" courses interact predominantly through collaborative online means. Because some face-to-face

interaction is essential for instructional continuity, electronic courses must involve a preterm meeting to orient students to the technology and requirements of online work.

Wesleyan College requires all full-time students to have a personal computer which meets minimum specifications. For information or current specifications, contact the Director of Computer and Information Resources at 478-757-5125.

Wesleyan is committed to providing students with the opportunity to use technology appropriate for their field of study. Students have access to both private e-mail and access to WesPortal, the College's intranet. The use of the systems must comply with the College's network policy which fully supports the EDUCOM Code for the protection of software and intellectual rights.

Wesleyan College provides students with (Wi-Fi) wireless network connection throughout the campus. These connections afford students the opportunity to browse the Internet, conduct research, and develop an appreciation for the ever-changing world of digital information.

Several computer laboratories and electronic classrooms are available for specialized activities such as scanning, statistical analysis, multimedia development, multimedia presentations, and Web page creation. Most courses involve direct use of computer and web-based resources. The Jenzabar learning management system facilitates sharing course resources, grading, bulletin-board and chat-based discussions. Students have access to electronic databases and Georgia inter-library loans and downloads as well as extensive use of virtual exploration programs and electronic simulations.

Information Technology Assistants are available to provide computer support and training.

**Transfer, Dual Degree and Articulation Agreements.** Wesleyan College provides programs that, under certain conditions, facilitate student transfers from several junior colleges in Georgia and North Carolina. Current articulation agreements include Andrew College, Georgia Military College, and Louisburg College. For more information, contact the Registrar's Office.

Students enrolled in Wesleyan College's Dual-Degree Engineering program will negotiate their transfer and completion of the program with Auburn University, Georgia Institute of Technology, or Mercer University. Wesleyan College provides a Dual-Degree Engineering advisor to students who seek this opportunity.

Under limited conditions, Mercer University and Wesleyan College allow their students to cross-register for courses at each other's institution. Contact the Registrar's Office for approval before considering this option.

**Study Abroad Programs.** The International Study Abroad and Exchange Program of Wesleyan College provides outstanding academic opportunities. These programs extend the boundaries of our campus, widen our educational horizon, and encourage personal and academic growth through semester, summer, or year-long studies in a variety of countries.

Wesleyan College is an associate member of the International Education of Students (IES) consortium which provides access to a wide range of institutionally approved international programs in popular destinations around the world. Wesleyan College is also a member of MISEN (Methodist International Student Exchange Network) which provides access to international programs in the MISEN network. Wesleyan College also has direct exchange agreements through the Business Education Initiative with Queen's University in Northern Ireland and with the following institutions:

Sookmyung Women's University, South Korea  
Ewha Woman's University, South Korea  
Osaka University, Japan  
Hiroshima Jogaquin University, Japan  
Guangzhou University, People's Republic of China

Additionally, Wesleyan College has a Memorandum of Understanding to promote academic collaboration and exchanges with South China Normal University in Guangzhou and Guangzhou University, People's Republic of China.

Wesleyan College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate degrees and master's degrees. Neither Sookmyung Women's University, Ewha Woman's University, Osaka University, South China Normal University, Guangzhou University, nor Queen's University (Belfast, Northern Ireland) herein referred to as partner institutions is accredited by the Commission on Colleges, and the accreditation of Wesleyan College does not extend to or include these partner institutions nor its students. Although Wesleyan College accepts certain course work in transfer toward a credential from the partner institutions, or collaborates in other ways for generation of course credits or program credentials, other colleges and universities may or may not accept this work in transfer, even if it appears on a transcript from Wesleyan College. This decision is made by the institution subsequently considering the possibility of accepting such credits.

## **Eligibility and Requirements**

Undergraduate students must have a 3.00 cumulative grade point average, sophomore standing or greater, be in good academic standing, and have the initial approval of their academic advisors and program directors.

Each student preparing for international study abroad is required to participate in an orientation session the semester before the international program begins and make a presentation after she returns to Wesleyan. The orientation session explores observing other cultures, language learning outside of the classroom, journal writing, as well as practical health, safety, and financial concerns. Students are expected to keep a journal of their experiences to share with the Wesleyan community following their return home.

## **Credits and Transcripts**

Course pre-approval will be coordinated by the Study Abroad Committee through the student's academic advisor, the Provost of the College, and the Registrar of the College.

## **Application**

Application for study abroad must be made on forms provided by the Study Abroad Center in Tate Hall. All students must submit a Wesleyan International and Study Abroad application with a \$50 deposit. Our cooperative agreement programs may require additional applicant fees or deposits. Applications will be available by early December.

The application for a direct exchange includes a letter of recommendation from the student's academic advisor. The application process may be competitive, and all application materials are due by February 1. Students will be notified as soon as possible regarding their acceptance and placement.

## **Program Costs and Financial Aid**

The cost of each institutionally approved international program varies. Program costs are dependent upon the student's financial aid and the type of program in which the student enrolls. Students may apply for the Royal Endowed Scholarship for Study Abroad. Contact the Study Abroad Office for more information about the royal Endowed Scholarship for Study Abroad. Other scholarships are provided by IES, Phi Kappa Phi, and the Benjamin A. Gilman International Scholarship Program. Contact the Office of Financial Aid for more information about these scholarships.

## **Transportation, Insurance, Passports, and Visas**

Students are responsible for making their own travel arrangements. Students are required to show proof of medical insurance for the duration of the program. For international study, this insurance should include both medical evacuation and repatriation benefits. The purchase of special insurance policies might be required by participating host institutions and consortia. Students are responsible for obtaining or renewing their passports and securing proper visas for international study. Each student must submit evidence of a valid passport before receiving final approval. For further information, please contact the Academic Study Abroad Director at [Studyabroad@wesleyancollege.edu](mailto:Studyabroad@wesleyancollege.edu).

**Internship Programs.** Wesleyan College's Internship Program is a significant component of Wesleyan's overall academic curriculum. Through the Wesleyan Internship Program, students are able to relate theory to actual practice, reflect upon issues and concepts related to their experience, and gain valuable work experience while continuing their academic program.

Two levels of practical experience carry corresponding course descriptions. For the beginning student, a lower division course, Field Study 199, serves as an introduction to special areas in a career in which a student is interested. Consisting primarily of observation, the 199 exploratory internship allows the student to obtain a broad overview of a potential career while receiving credit for the experience. Field Study 452 is a more detailed program through which students with substantial relevant coursework obtain knowledge of a career and the opportunity to develop specific competencies necessary for entry level employment in that field.

Variable academic credit is permitted for internships, but no more than twelve semester hours of field study credit will be counted toward the fulfillment of graduation requirements. **During any given semester, one semester hour of academic credit earned equals a minimum of 48 hours dedicated to internship activities, 2 credit hours equals 96 activity hours, 3 credit hours equals 144 activity hours, and so on.** A student may not register for more than twelve semester hours of internship credit in a semester.

To ensure the academic quality of the internship experience, interns work closely and meet regularly with faculty sponsors who eventually evaluate the students' performance, consulting periodically with the on-site supervisors. Field studies are evaluated on a Credit/No Credit basis. Please note that students may obtain field studies/internships in areas outside their academic major. They must, however, show evidence of a satisfactory, acceptable course base in the area in which they hope to intern.

Applications for field studies/internships may be obtained from WesPortal, WesNet tab, Registrar's Office section, and all internships *must be approved by the student's academic advisor, program director, faculty sponsor, field supervisor, and Director of Career Services*. The internship application must be completed and signed by all parties prior to submission to the Registrar's Office.

**Writing Center.** The Writing Center is available to all students who need help improving their writing skills in general or enhancing a piece of writing in particular. Students may schedule appointments or drop in to work with trained peer tutors. The Writing Center is located in The Learning Commons on the ground floor of Olive Swann Porter Student Life Center.

**Academic Center.** The Academic Center is designed to assist students in attaining their academic goals through programming, counseling and tutoring services. Group workshops and individual sessions are held throughout the academic year in addition to special topic seminars that provide students with information about academic and personal success. Peer tutoring is a free resource provided to all students and is available by individual appointment and in group sessions. The Academic Center is located in The Learning Commons on the ground floor of Olive Swann Porter (OSP) Student Life Center and is open 24 hours a day/7 days a week for student use. Students find the Academic Center useful for individual or group studying, computer and printer use, and SmartBoard access. Contact the Director of Student Success for questions regarding Academic Center Services.

**Disability Resources.** Wesleyan College is committed to equal education and full participation for all students. Disability Resources, located within the Academic Center on the ground floor of the Olive Swann Porter Building, is committed to supporting students with disabilities. The Assistant Dean of Academic Resources serves as the Coordinator of Disability Resources and oversees the implementation of disability related programs and services.

If a student with a disability wishes to receive an accommodation, it is the responsibility of the student to inform the Coordinator of Disability Resources and request an accommodation by completing the Disability Services Request Form. The student must provide current documentation from a qualified licensed professional as soon as possible prior to when accommodations are desired. Although a student can request accommodations at any time, accommodations may take several weeks to process so requests should be made accordingly. The documentation should include the specific diagnosis attributing to the disability, how the diagnosis was determined, and effects the disability will have on the student's collegiate life. Students may request a Wesleyan College Disability Services Verification Form on which a licensed professional can provide this information.

If the submitted documentation meets the requirements, the Coordinator of Disability Resources will approve reasonable accommodations and notify the student of this approval. If the documentation does not meet the requirements, the Coordinator of Disability Resources will inform the student that additional information or contact with the licensed professional is required. Once approval of the accommodation request has been obtained from the Coordinator of Disability Resources, the student is expected to identify herself and present the documentation provided by Disability Resources to the appropriate staff or faculty member as soon as possible. The student is then expected to meet with the

appropriate staff or faculty member to determine how accommodations will be administered. The student will then return the paperwork to Disability Resources in order to finalize accommodations.

Accommodations that decrease the integrity of a course or program or cause an undue burden will not be approved. Accommodations will not be granted retro-actively. Accommodations will be determined on an individual bases according to specific student needs. To continue to be considered for academic accommodations, a student must request services each semester. Other accommodation requests must be made annually.

Any individual who feels that she has been denied reasonable accommodations, access, or been discriminated against on the basis of a disability should file a complaint using the College's Student Complaint Process which can be found in the *Wesleyanne: Student Handbook*.

**Willet Memorial Library.** The Lucy Lester Willet Memorial Library offers a variety of print and electronic resources to support student research and the College curriculum. The library's strong liberal arts core collection includes more than 140,000 books, 33,900 microforms, and more than 500 print and online periodical subscriptions. The library provides extensive electronic resources, including more than 100 databases containing periodical indexing, full-text journals and reference works supporting a full range of curricular programs. Many of these are available through the statewide GALILEO (Georgia Library Learning Online) project. Through Wesleyan's membership in the Georgia Private Academic Libraries (GPALS) consortium, students can enjoy access to the library collections of 20 other academic libraries in the state in addition to being able to borrow materials from libraries nationally via interlibrary loan. Professional librarians offer reference and research assistance, workshops, and other learning opportunities designed to foster information-literacy skills for academic success and life-long learning. Library hours before and during holidays may change. Hours for holidays and summer session are posted on the [Library's website](#).

# The Curriculum

## Accounting

The Department of Business and Economics offers several programs that provide special opportunities for students who are interested in careers in business and related fields. The programs in business benefit from endowments by the estate and family of the late D. Abbott Turner who was a prominent leader in business and civic affairs in Georgia and a trustee of Wesleyan. These endowments help provide Wesleyan students with instruction, equipment, and special activities that add an important dimension to the educational process.

The D. Abbott Turner Program in Business Management includes three major curriculum alternatives: the major in business administration, the major in accounting, and the major in international business. The department also offers a major in economics and an interdisciplinary major in advertising and marketing communication.

The department has an expanded minor curriculum program with minors in accounting, business management, economics, and finance.

The department sponsors lectures, conferences, seminars, and research which promote entrepreneurship and business career opportunities for women. These activities provide students with the opportunity to discuss significant issues and experiences with successful women from the business community. A lecture series offers topical special lectures and convocations with prominent leaders in business and government.

**Major Requirements: Bachelor of Arts in Accounting.** The accounting major requires that the student complete 64 hours of course work in specified areas of essential business topics and advanced accounting subjects. The accounting major serves as initial preparation for students wishing to pursue the Certified Public Accountant (C.P.A.) designation as well as other professional accounting designations (Certified Management Accountant, Certified Internal Auditor, the Certified Financial Planner, Certified Fraud Examiner, *et cetera*).

In order to be eligible for the C.P.A., 30 additional semester hours are required beyond the 120 semester hours needed for graduation. Students graduating with an accounting major will have at least 120 semester hours upon graduation, but may not have the 150 semester hours needed to become a C.P.A.

Five student learning outcomes for the required courses in the accounting major have been identified:

- I. understanding the fundamental concepts of business;
- II. understanding the economic and financial dimensions of accounting;
- III. understanding the collection, organization, and analysis of business and the use of computers in decision-making;
- IV. developing knowledge in one advanced area of accounting; and
- V. integrating knowledge previously gained and developing experience in application of knowledge, research, and critical thinking.

Three goals in liberal studies are met through selection of appropriate general education courses:

- I. understanding the historical and political context of business;
- II. developing an awareness of the dimensions of human behavior as individuals and in organizations;
- III. understanding the issues in philosophy and values which influence the business environment.

The requirements for the accounting major and the goal that each fulfills are as follows:

- I. BUS 105 Contemporary Business 3 hours  
**or** BUS 106 Business and Society 3 hours  
BUS 303 Principles of Marketing 3 hours  
BUS 315 Principles of Management 3 hours

II. ECO 102 Issues in Macroeconomics 3 hours

ECO 104 Issues in Microeconomics 3 hours

ECO 205 Principles of Finance 3 hours

III. ACC 201 Financial Accounting: Concepts and Applications 3 hours

ACC 202 Principles of Managerial Accounting 3 hours

BUS 128 Computer Applications 3 hours

MAT 192\* Introduction to Mathematical Reasoning 3 hours

MAT 220 Statistical Methods 3 hours

\*Student may take MAT 192, 200, 205, 206 or any higher-level MAT course.

IV. ACC 321 Intermediate Accounting I 3 hours

ACC 322 Intermediate Accounting II 3 hours

ACC 323 Cost Accounting 3 hours

ACC 324 Tax Accounting 3 hours

ACC 333 Business Information Systems 3 hours

ACC 432 Auditing 3 hours

BUS 310 Business Law 3 hours

Choose 2 courses (6 hours) from the following:

ACC 328 Fraud Examination 3 hours

ACC 330 International Financial Accounting 3 hours

ACC 396 Special Topics in Accounting 3 hours

ACC 423 Intermediate Accounting III 3 hours

ACC 433 Government and Not-For-Profit Accounting 3 hours

ACC 452 Field Study 3 hours

V. BUS 488 Business Policy Seminar 3 hours

BUS 475 Portfolio Seminar 1 hour

**Integrative Experience:** The student learning outcome of integrating knowledge is met with the requirement of BUS 475 portfolio Seminar. This course provides a forum for accounting majors to discuss, analyze, and critique and prepare a senior portfolio documenting their integrative experience. The student will reflect upon the interdisciplinary nature of her courses of study including the general education experience and their relationship to her accounting major. This course includes the formal presentation of a portfolio documenting these experiences.

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation.

In addition, numerous internship opportunities are often available for accounting majors, and students quickly realize the benefits of being exposed to and working in their possible fields of interest. It is not uncommon for an internship to lead to a job offer. Some of the sponsors who have welcomed Wesleyan interns in accounting in recent years have included Ernst & Young (EY); the Volunteer Income Tax Assistance IRS Program; McNair, McLemore, and Middlebrooks, CPAs; PricewaterhouseCoopers (PWC); Deloitte; and Roedl.

**Minor Requirements: Accounting.** A minor in accounting consists of a minimum of 18 hours distributed as follows:

ACC 201 Financial Accounting: Concepts and Applications 3 hours

ACC 202 Principles of Managerial Accounting 3 hours

ACC 321 Intermediate Accounting I 3 hours

ACC 322 Intermediate Accounting II 3 hours

Two additional ACC courses at or above the 300 level 6 hours

**Postgraduate Opportunities.** The accounting degree prepares students for a profession and a career and also provides for immediate employment. Consequently, although some graduates pursue a Masters program, many enter the work force immediately following graduation. Those who have recently chosen to pursue graduate degrees have pursued their

masters degrees at Georgia State University, Ohio State University, University of Georgia, University of Southern California, and other schools offering masters degrees.

### **Accounting (ACC) Course Descriptions**

#### **201: Financial Accounting: Concepts and Applications.**

**Goal:** To give the student an appreciation and understanding of recording and accounting for business transactions.

**Content:** An introduction to the fundamentals, practices, and procedures of financial accounting. Covers the basic financial accounting concepts, the accounting cycle, and financial statement preparation.

**Taught:** Fall, Summer.

**Credit:** 3 hours.

#### **202: Principles of Managerial Accounting.**

**Goal:** To give the student a basic working knowledge of the underlying principles of managerial accounting.

**Content:** Study of process costing, product costing, and various methods of analysis for decision making such as cost-volume-profit analysis. Also, study of various quantitative methods useful to management in controlling inventory, estimation costs, and coping with uncertainty. Focus on accounting reports used by management.

**Taught:** Spring, Summer.

**Prerequisite:** ACC 201.

**Credit:** 3 hours.

#### **205: Principles of Finance.**

**Goal:** To acquaint students with the principles and institutions of financial and capital markets, and with the financial operations of a business firm.

**Content:** Study of basic financial principles with an emphasis on interest rate determination in competitive market economies, the capital asset pricing model and operation of securities markets.

**Taught:** Varies.

**Prerequisite:** ACC 201, ECO 102 or 104, MAT 220, and BUS 128.

**Credit:** 3 hours; cross-listed as ECO 205.

#### **321: Intermediate Accounting I.**

**Goal:** To enable the student to evaluate and develop a system of understanding accounting theory and practice in preparation for advanced accounting topics and academic and career opportunities.

**Content:** An intensive study of financial accounting functions and basic theory of accounting with emphasis on financial statement preparation and measurement of assets and liabilities.

**Taught:** Fall.

**Prerequisite:** ACC 201 and 202.

**Credit:** 3 hours.

#### **322: Intermediate Accounting II.**

**Goal:** To help students become familiar with and understand the theory underlying accounting reports, the required content and disclosure in financial statements and reports, and to recognize errors in the preparation of reports in applications of theory and principles.

**Content:** A continuation of BUS 321. Study of accounting for current liabilities, long-term liabilities, intangibles, corporate capital, retained earnings, and property, plant and equipment.

**Taught:** Spring.

**Prerequisite:** ACC 321.

**Credit:** 3 hours.

#### **323: Cost Accounting.**

**Goal:** To provide a comprehensive coverage of fundamental concepts and techniques within the area of cost accounting.

**Content:** Focus on the different types of costs and their interrelationships. Strong emphasis on problem solving with the use of concepts covered in the text and in-class lecture material. Computer concepts also covered.

**Taught:** Fall.

**Prerequisite:** ACC 201 and 202.

**Credit:** 3 hours.

#### **324: Tax Accounting.**

**Goal:** To teach the student a working knowledge of individual income taxation, enabling her to prepare a complete, accurate, and reasonably complex individual income tax return.

**Content:** Determining taxable income, deductions, adjustments, exemptions, and other important tax concerns for individuals and small businesses.

**Taught:** Fall.

**Credit:** 3 hours.

### **328: Fraud Examination.**

**Goal:** To provide students with an understanding of the theory and practice of fraud examination including a study of the common types and incidence of occupational frauds and various methods of internal controls to help prevent and detect fraud.

**Content:** A study of the principles and methodology of fraud detection and deterrence, including a study of the factors leading to fraud, as well as indicators of fraud. The course will include such topics as skimming, cash larceny, check tampering, disbursement schemes, billing schemes, payroll and reimbursement schemes.

**Taught:** Spring. Alternate years.

**Prerequisite:** ACC 201.

**Credit:** 3 hours.

### **330: International Financial Reporting.**

**Goal:** To provide a comprehensive coverage of fundamental concepts and techniques within the area of international financial reporting.

**Content:** Focus on the different types of choices made by preparers and users of financial information in the international environment. Strong emphasis on understanding the environment and development of the standards, effects of currency rates and changing prices on financial reporting, financial reporting in emerging capital markets, and managerial issues related to international financial reporting.

**Prerequisites:** ACC 201.

**Credit:** 3 hours.

### **333: Business Information Systems.**

**Goal:** To understand how firms plan, build, and implement systems to process accounting information necessary to the business.

**Content:** A study of the fundamentals of business data processing techniques and systems. Technological advances and their effects on business are discussed.

**Taught:** Spring.

**Prerequisite:** ACC 201.

**Credit:** 3 hours; cross-listed as BUS 333.

### **396: Special Topics in Accounting.**

**Goal:** To provide an opportunity for exploration of a topic not offered as part of the established curriculum.

**Content:** Examination of special topics, problems, or issues in accounting that seem particularly relevant to student needs and interests.

**Taught:** Offered occasionally.

**Prerequisite:** Dependent on topic.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

### **423: Intermediate Accounting III.**

**Goal:** To help the student understand the complex theory and procedure required in the preparation of financial statements.

**Content:** A continuation of ACC 321 and ACC 322. Study of accounting for dilutive securities, earnings per share, leases, pensions, deferred income taxes, statement of cash flows, revenue recognition, error corrections, and accounting changes.

**Taught:** Offered occasionally.

**Prerequisite:** ACC 321 and ACC 322.

**Credit:** 3 hours.

### **432: Auditing.**

**Goal:** To help the student understand the duties and responsibilities of the independent auditor in examining and reporting on the financial statements of a business organization.

**Content:** A closer look at the audit environment and examination of the moral, ethical, and legal responsibilities of the independent auditor. A study of the central concepts of internal control and the methods and procedures used by the auditor to evaluate the accounting system, to assess its strengths and weaknesses, and accordingly develop an

appropriate audit program. An examination of the major types of transactions of a business which are measured, aggregated and summarized in conventional financial statements. An analysis of the disclosures required in financial statements of publicly held companies and various types of reports issued by auditors.

**Taught:** Spring.

**Prerequisite:** ACC 321.

**Credit:** 3 hours.

**433: Government and Not for Profit Accounting.**

**Goal:** To teach the student the complex theory and procedures involved in accounting for government and not-for-profit entities.

**Content:** Accounting for state and local governmental entities will be examined. Also, the accounting theory and procedures used by non-for-profit schools, health and welfare organizations, and hospitals will be discussed.

**Taught:** Alternate years.

**Prerequisite:** ACC 201.

**Credit:** 3 hours.

**451: Directed Independent Study.**

**Goal:** To provide the student with the opportunity for independent study, under careful supervision, of significant topics in accounting selected in consultation with the instructor.

**Content:** Varies.

**Taught:** Fall, Spring, and Summer.

**Prerequisite:** Adequate course work for the topic selected.

**Credit:** 1-6 hours.

**452/199: Field Study.**

**Goal:** To provide the student with intensive, specialized work experience in the area of accounting.

**Content:** Observation and participation in the work of accounting professionals.

**Taught:** Fall, Spring, and Summer.

**Prerequisite:** Adequate course work for the placement selected and permission of the faculty advisor; approval of the Director of Career Development.

**Credit:** 1-12 hours.

**499: Honors Thesis. (Fee required)**

# **Advertising & Marketing Communication**

The interdisciplinary major in Advertising & Marketing Communication prepares students for careers in advertising, graphic design, marketing, and media sales. It includes courses in business, communication, and graphic design and culminates in a capstone course that integrates the liberal arts and the interdisciplinary major.

The overarching goal of this curriculum is to provide the student with a thorough understanding of the advertising and marketing communication field, including a firm foundation in the application of visual and textual thinking in actual projects and presentations, as well as a broad understanding of the content and principles of business, communication, and graphic design.

The student learning outcomes of the major are for the student to:

- I. demonstrate competency in preparing a marketing campaign in the Advertising & Marketing Communication major.
- II. achieve a working knowledge of the elements and principles of design and of their persuasive and informative capabilities.
- III. develop the ability to write technically and persuasively.
- IV. develop the ability to orally present and defend a creative solution for an AMC-related project.

**Major Requirements: Advertising & Marketing Communication.** The major program requires a total of 39 hours of course work from the following:

Business Administration Courses, Required: (9 hours)  
BUS 105 Contemporary Business  
or BUS 106 Business and Society 3 hours  
BUS 303 Principles of Marketing 3 hours  
BUS 306 Advertising Strategy 3 hours

Choose one of the following: (3 hours)  
BUS 105 Contemporary Business 3 hours  
BUS 106 Business and Society 3 hours  
BUS 315 Principles of Management 3 hours  
ACC 201 Financial Accounting: Concepts and Applications 3 hours

Communication Courses, Required: (9 hours)  
COM 202 Public Speaking 3 hours  
COM 215 Introduction to Media Studies 3 hours  
COM 340 Persuasion 3 hours

Graphic Design Courses, Required: (12 hours)  
ART 101 Drawing 3 hours  
or ART 106 Understanding Images 3 hours  
or ART 110 Creativity: Art/Design from Nature 3 hours  
ART 225 Graphic Design 3 hours  
ART 275 Digital Photography 3 hours  
ART 340 Intermediate Graphic Design 3 hours

Upper Level Electives, Choose one of the following: (3 hours)  
ART 385 Studio Photo: Portrait & Product 3 hours  
or ART 440 Portfolio Building: Graphic Design 3 hours  
BUS/COM 300-level course or higher 3 hours  
ART/BUS/COM 452 Internship 3 hours

Capstone Course/Integrative Experience, Required: (3 hours)  
AMC 470 Senior Project/Integrative Experience in Advertising & Marketing Communication

**Integrative Experience.** The integrative experience is achieved through the AMC 470 course, Senior Project/Integrative Experience in Advertising & Marketing Communication. In this course, the students are asked to draw on their General Education and major experiences as they work as a team to develop a written marketing plan and supporting graphic design materials for a local business or nonprofit organization. The final plan, market research, and supporting designs are presented to the client in a formal presentation at the end of the semester.

**Professional Development.** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation.

The AMC 470 capstone course in the Advertising Marketing and Communication major is designed to function as a working ad agency. This provides professional development by giving each student a real world marketing experience through the development of a marketing project for a real business or nonprofit organization. Professional aspects of this project include: working within a team atmosphere, learning to work for and meet the needs of a client, and employ learned theory and skills of graphic design, marketing research and planning, and public relations. These criteria are met by developing a researched based marketing plan, supporting graphics materials, and culminate with a professional presentation to the client.

### **Advertising & Marketing Communication (AMC) Course Descriptions**

#### **470: Senior Project/Integrative Experience in Advertising & Marketing Communication.**

**Goal:** To provide the student with the opportunity to complete an advertising and/or marketing communication project into which she will incorporate skills and knowledge acquired in general education courses.

**Content:** The students will work as a team in the development of a marketing project. A real business or organization is secured as a client for the team. Throughout the term, the students meet and work with the client periodically as they develop the project independently and as group. At the end of the semester, the students make a formal presentation to the client as in a business setting.

**Taught:** Spring.

**Prerequisites:** ART 340, COM 340, BUS 306.

**Credit:** 3 hours.

# American Studies

American Studies offers an annual interdisciplinary seminar to focus on leadership and the development of leadership skills. Admission to the seminar is limited to those selected for the Summer Leadership Institute program. Consult with the Provost's Office for more information.

## American Studies (AMS) Course Descriptions

### **440: Leadership Seminar.**

**Goal:** To provide students with hands-on experience in planning and leadership in case studies undertaken after advance reading and during the course of the seminar.

**Content:** The case-study and venue will vary.

**Taught:** Annually.

**Prerequisite:** Application and selection by the Summer Leadership Institute Committee.

**Credit:** 1 hour, CR/NC.

# **Art History**

The art history program offers both broad and specialized courses in the study of the visual arts. An appreciation of the importance of the visual arts within cultures is fundamental to the understanding of the meaning of works of art. The development of analytical skills, critical judgment, and personal expression acquired in the study of art history prepares a student for professional and further scholarly pursuits.

The art history program of study involves lecture/discussion, seminar, and studio courses, providing the student with the opportunity to develop creativity and analytical skills, thus combining the educational goals of the liberal and fine arts.

The student learning outcomes for the major in Art History are:

- I. a broad knowledge of major stylistic and aesthetic developments in areas of art history;
- II. a familiarity with the lives of artists and their work;
- III. an understanding of the relationship of art to life and culture; and
- IV. the language, visual, and research skills necessary for critical evaluation and judgment of works of art.

**Major Requirements: Art History.** A major in art history requires 45 hours of course work from the following:

**I. Core Requirements (9 hours)**

ART 106 Understanding Images 3 hours  
or ART 110 Creativity: Art/Design from Nature 3 hours  
ART 108 Concepts in Sculpture 3 hours  
ARH 126 The Critical Eye 3 hours

**II. Intermediate Course Requirements (9 hours)**

ARH 216 Art of the Spirit 3 hours  
ARH 230 Masterpiece 3 hours  
ARH 235 Outside the Mainstream 3 hours

**III. Advanced Course Requirements (12 hours)**

ARH 325 Greek and Roman Art 3 hours  
ARH 326 Art of the Middle Ages 3 hours  
ARH 327 Renaissance Art 3 hours  
ARH 354 Women's Issues in Contemporary Art (cross-listed with WST 354) 3 hours

**IV. Professional Development (3 hours)**

ARH 452 Field Study 3 hours

**V. Senior Capstone / Integrative Experience (3 hours )**

ARH 405 Senior Art History Seminar 3 hours

**VI. Cognates (9 hours)**

Required: Three courses from the Business, Scholarly, or Visual Studies Track

**A. The Business Track** is for students who are interested in further study and careers in museum and gallery administration, reproductions and retailing, art sales, antiques dealing, art appraisal, and auction house work. Choose three courses:

ACC 201 Financial Accounting 3 hours  
ART 225 Graphic Design 3 hours  
BUS 303 Principles of Marketing 3 hours  
BUS 315 Principles of Management 3 hours  
COM 202 Public Speaking 3 hours  
Also recommended: SPA 211, 212

**B. The Scholarly Track** is for students interested in advanced study and careers in museum curatorship and education, publishing, art librarianship, historic preservation, government agencies (such as National Endowment for the Humanities or National Endowment for the Arts), aesthetics and criticism.

Choose three courses:

ART 275 Digital Photography 3 hours

BUS 315 Principles of Management 3 hours

COM 300 Gender and Communication (cross-listed as WST 300) 3 hours

HIS 210 The West in the Classical Age 3 hours

POL 330 State and Local Politics and Policy 3 hours

REL 225 Exploring the World's Religions 3 hours

Strongly recommended: FRN 211, 212 or SPA 211, 212.

**C. The Visual Studies Track** is for students interested in advanced study and careers in teaching, art conservation, museum and gallery work.

Required:

BUS 303 Principles of Marketing 3 hours

Choose one 200-level and one 300-level course in the same studio area: 6 hours

ART 221 Painting **and** ART 350 Intermediate Painting

ART 241 Sculpture **and** ARH 318 Intermediate 3D studio

ART 250 Traditional and Digital Printmaking **and** ART 338 Intermediate Printmaking

ART 275 Digital Photography **and** ART 360 Documentary Photography

Strongly recommended: SPA 211, 212.

Students will follow the outlined curriculum. Substitutions may not be made for required courses. In addition, students are required to attend lectures, exhibition openings, and workshops provided by the art department as an essential part of the educational experience.

A recommended sequence of courses for the student majoring in art history is shown below:

*First Year:* ART 106 or 110; ART 108; ARH 126

*Second Year:* ARH 216, 230, 235

*Third Year:* Three courses from ARH 325, 326, 327, 354, 452

*Fourth Year:* ARH 405; Two course from ARH 325, 326, 327, 354, 452

*Second, Third or Fourth Year:* 9 hours from the chosen cognate area.

**Integrative Experience.** The integrative experience is achieved in the studio art major through ARH 405 Senior Art History Seminar.

**Professional Development.** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. The Professional Development requirement is met in the ARH 452 Internship or Field Study.

**Minor Requirements: Art History.** A minor in art history requires 18 hours of course work from the following:

1. Core Requirement: ARH 126;

2. Intermediate Requirements: Two courses from ARH 216, 230, 235; and

3. Advanced Requirements: Three courses from ARH 325, 326, 327, 354.

### **Art History (ARH) Gen. Ed. Course Descriptions**

#### **126: The Critical Eye.**

**Goal:** To look critically at famous and fascinating works of art. To develop skills in the analysis, comparison, connoisseurship, iconography, and critical judgment of art. To improve writing skills.

**Content:** Monuments of art and architecture to 1600. Methods of analysis and structures of writing.

**Taught:** Annually.

**Gen. Ed. Category:** Developing; writing; (FA).

**Prerequisite:** Satisfactory completion of College writing proficiency requirement.

**Credit:** 3 hours.

**216: Art of the Spirit.**

**Goal:** To study the traditional and contemporary arts of Asia and Africa. To develop analytical, writing, research, and speaking skills by working on art historical problems and cultural topics and presenting the results in class.  
**Content:** The arts of Asia and Africa, critical methodology of art history. The theme of the course, "Art of the Spirit," refers to the freedom of mind and soul expressed in the arts of these continents.

**Taught:** Alternate years.

**Gen. Ed. Category:** Expanding; Diverse & Interdependent World; (FA).

**Credit:** 3 hours.

**230: Masterpiece.**

**Goal:** To study monuments of European art. To develop analytical, writing, research, and speaking skills by working on art historical problems and presenting the results in class. To improve writing skills.

**Content:** Monuments of European art from 1600 to 1900, critical methodology of art history. Methods of analysis and structures of writing.

**Taught:** Alternate years.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement.

**Gen. Ed. Category:** Developing; Writing Competency; (FA).

**Credit:** 3 hours.

**235: Outside the Mainstream.**

**Goal:** To celebrate the diversity of American art from an unusual point of view and to focus on artists working outside the mainstream. To develop analytical, critical, research, writing, and speaking skills.

**Content:** Topics range from Native American art to the Harlem Renaissance, from feminist art to outsider art; art historical methodology.

**Taught:** Alternate years.

**Gen. Ed. Category:** Exploring; Historical Events and Phenomena; (FA).

**Credit:** 3 hours.

**325: Greek and Roman Art.**

**Goal:** To acquire a knowledge of the artists, monuments and works of art of the civilizations of Greece and Rome. To gain an understanding of the patterns of stylistic development, of the historical and cultural significance of major monuments and political sources of iconography, and to acquire the ability to discuss and analyze works of architecture, statuary, relief sculpture, vase painting, mosaic, metal work, and wall painting from both periods.

**Content:** Study of art and architecture from the rise of Greek civilization to the fall of the Roman Empire.

**Taught:** Alternate years.

**Gen. Ed. Category:** Synthesizing; (FA).

**Credit:** 3 hours.

**327: Renaissance Art.**

**Goal:** To acquire an understanding of the aims and achievements of the Italian Renaissance and the relationship to contemporary developments beyond the Alps. To relate art to the major political, economic, theological, cultural and social events of the time. To approach the study of art from different perspectives.

**Content:** Study of art and architecture in the Italian and Northern Renaissances. Study of the social, political, and intellectual contexts of the Renaissance.

**Taught:** Annually.

**Gen. Ed. Category:** Synthesizing; (FA).

**Credit:** 3 hours.

**354: Women's Issues in Contemporary Art.**

**Goal:** To acquire an in-depth understanding of the art of our own time from the beginning of the twentieth century to the present through the eyes and hands of women artists. To acquire a familiarity with contemporary issues facing women in the 20<sup>th</sup> and 21<sup>st</sup> centuries through the study of art. To interpret the art of women as a revelation of the soul and expression of deep feelings as well as a commentary on feminist issues.

**Content:** Study of the global art of women in the 20<sup>th</sup> and 21<sup>st</sup> centuries.

**Taught:** Annually.

**Gen. Ed. Category:** Expanding; Women's Experiences; (FA).

**Credit:** 3 hours; cross-listed as WST 354.

## **Art History (ARH) Other Course Descriptions**

### **291: Directed Independent Study.**

**Goal:** To provide an opportunity for intermediate-level independent study.

**Content:** Independent work of interest to the student and approved by the instructor and program director.

**Taught:** Fall, Spring.

**Prerequisites:** Permission of instructor and program director.

**Credit:** 1-6 hours.

### **326: Art of the Middle Ages.**

**Goal:** To acquire an understanding of the characteristics of the art historical style periods between the fall of the Roman Empire and the emergence of the Renaissance. To gain the ability to recognize and trace the influence of the classical tradition and the break with that tradition. To gain a knowledge of the role of the church and liturgy in the development of religious monuments and decoration, including monastery and church buildings, sculpture, illuminated manuscripts, painted icons, mosaics, wall paintings, church furnishings, and stained glass.

**Content:** Study of art and architecture from the rise of the Early Christian and Byzantine, through the Early Medieval, Romanesque, and Gothic periods.

**Taught:** Alternate years.

**Credit:** 3 hours.

### **396: Special Topics in Art.**

**Goal:** To offer the student opportunities to pursue fields of study outside traditionally offered courses.

**Content:** An in-depth examination of a special area of art. Topics offered vary from time to time.

**Taught:** Offered occasionally.

**Prerequisite:** Depends on course content.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

### **405: Senior Art History Seminar.**

**Goal:** Concentration on art historical issues on an individual basis.

**Content:** The student develops a thesis paper, usually about 25 pages in length, which contains illustrations, is bound, and a copy is placed in the library. The topic is of the student's own choosing, and is based on a specific issue or problem in art history. Additionally, students in the seminar take field trips to museums and galleries, and work on a secondary project, also of their choosing.

**Taught:** Spring.

**Prerequisite:** Completion of all courses through the junior level.

**Credit:** 3 hours.

### **451: Directed Independent Study.**

**Goal:** To allow the student to explore a field of study not covered in the regular course structure. To allow a concentrated course of study for the serious and independent student.

**Content:** Independent work in any of the specialized art history or studio art areas.

**Taught:** Offered occasionally.

**Prerequisite:** Permission of instructor and program director.

**Credit:** 1-6 hours.

### **452/199: Field Study.**

**Goal:** To offer the student the opportunity to explore real-life training with local businesses.

**Content:** Student-initiated field studies in any of the specialized art history or art areas.

**Taught:** Offered occasionally.

**Prerequisite:** Permission of the faculty sponsor and art faculty.

**Credit:** 1-12 hours.

### **499: Honors Thesis. (Fee required)**

# Studio Art

The student who studies art should expect to experience new forms of visual expression and creative thought. The art program offers a solid foundation in studio techniques and concept development. Personal artistic and intellectual growth is encouraged. The student is provided with skills for a professional career as an artist, photographer, illustrator, and graphic designer. Students may design an arts management program by double majoring in art and business. This course of study prepares the student for a position as a museum or gallery administrator, or art consultant. Art students interested in advertising may double major in studio art and advertising and marketing communication.

**Major Program: Studio Art.** The College offers a program of study leading to the Bachelor of Arts degree with a major in studio art. In the studio art major, students can concentrate in one of the following areas: painting, drawing, ceramics, computer graphics, photography, sculpture or printmaking.

The student learning outcomes for the major in Studio Art are for the student:

- I. to achieve a working knowledge of visual elements and principles;
- II. to learn how to analyze works of art;
- III. to gain an understanding of the processes of art in various media;
- IV. to develop personal expression in one or more art medium; and
- V. to acquire a basic knowledge of movements in art history.

**Major Requirements: Studio Art.** A major in studio art requires a total of 48 hours of course work from the following:

**I. Core Foundations (15 hours)**

- ART 101 Drawing 3 hours
- ART 106 Understanding Images 3 hours
- or ART 110 Creativity: Art/Design from Nature 3 hours
- ART 108 3-D Design 3 hours
- ART 201 Figure Drawing 3 hours
- ARH 126 The Critical Eye 3 hours

**II. Fundamental Studio Processes (12 hours):**

- ART 221 Painting 3 hours
- ART 225 Graphic Design **or** ART 250 Traditional & Digital Printmaking 3 hours
- ART 231 Ceramics **or** ART 241 Sculpture 3 hours
- ART 275 Digital Photography

**III. Art Historical Context: (6 hours)**

Choose one course from:

- ARH 216 Art of the Spirit 3 hours
- ARH 230 Masterpiece 3 hours
- ARH 235 Outside the Mainstream 3 hours

Choose one course from:

- ARH 325 Greek & Roman Art 3 hours
- ARH 326 Art of the Middle Ages 3 hours
- ARH 327 Renaissance Art 3 hours
- ARH 354 Women's Issues in Contemporary Art 3 hours

**IV. Advanced Study (12 hours: 3 of the 12 hours must be at the 400 level)**

- ART 300 Intermediate Drawing 3 hours
- ART 318 Intermediate 3D Studio 3 hours
- ART 338 Intermediate Printmaking 3 hours
- ART 340 Intermediate Graphic Design 3 hours
- ART 350 Intermediate Painting 3 hours
- ART 360 Documentary Photography 3 hours
- ART 385 Studio Photo: Portrait & Product 3 hours
- ART 400 Portfolio Building: Drawing 3 hours
- ART 418 Portfolio Building: 3D 3 hours

ART 438 Portfolio Building: Printmaking 3 hours  
ART 440 Portfolio Building: Graphic Design 3 hours  
ART 450 Portfolio Building: Painting 3 hours  
ART 460 Portfolio Building: Photography 3 hours

**V. Senior Capstone / Integrative Experience / Professional Development (3 hours)**  
ART 408 Senior Studio Seminar 3 hours

**In addition:**

1. In the spring semester of her sophomore year, each student is required to exhibit her works in the sophomore review.
2. Each senior student is required to have an exhibition of her work.
3. Students are required to attend lectures, exhibition openings, and workshops provided by the art department as an essential part of the educational experience.
4. Students are encouraged to become involved in internships.

Students will follow the outlined curriculum. Substitutions may not be made for required courses. A recommended sequence of courses for the student majoring in studio art is shown below:

*First Year:* ART 101; ART 106 or 110; ART 108; ARH 126.

*Second Year:* ART 201; ART 221; 225 or 250; 231 or 241; 275.

*Third Year:* ARH 354; Six hours from ART 300, 318, 338, 340, 350, 360, 385, 400, 418, 438, 440, 450, 460.

*Fourth Year:* ART 408; Six hours from ART 300, 318, 338, 340, 350, 360, 400, 418, 438, 440, 450, 460.

*Second, Third or Fourth Year:* One art history elective from ARH 325, 326, or 327.

**Integrative Experience.** The integrative experience is achieved in the studio art major through ART 408 Senior Studio Seminar. In this course each student develops a written, extended artist's statement which exemplifies the exploration of connections between her art making in her discipline with both her general education and with the world outside the classroom. The statement is included in her exhibition catalogue and orally presented during her artist's lecture.

**Professional Development.** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation.

In choosing a studio art major a student has demonstrated the desire to develop a career as a working artist. The Professional Development requirement is met in the ART 408 Senior Studio Seminar by creating and exhibiting a professional body of work, producing an accompanying exhibition catalogue and presenting a lecture on the subject of her art. Professional aspects of this career include: developing a disciplined methodology for studio art production, developing the skill and confidence to speak and write about her art making, and learning to professionally present her work in a gallery setting.

**Minor Requirements: Studio Art.** The goals of the studio art minor are:

1. to achieve a working knowledge of visual elements and principles;
2. to learn how to analyze works of art;
3. to gain an understanding of the processes of art;
4. to develop personal expression in at least one art medium; and,
5. to acquire a basic knowledge of movements of art history.

A minor in studio art requires 18 hours of course work from the following:

1. ART 101;
2. ART 106 or ART 110 or ART 108;
3. Two courses from ART 201, 221, 225, 231, 241, 250, 275;
4. One course from ART 300, 318, 338, 340, 350, 360, 385, 400, 418, 438, 440, 450, 460; and
5. One course from the following art history electives: ARH 126, 216, 230, 235, 325, 326, 327, 354, 396.

**Minor Requirements: Photography.** The goals of the minor in Photography are:

1. to achieve a working knowledge of digital, and nontraditional photographic processes;
2. to learn how to analyze photographic imagery;
3. to acquire an understanding of the power of the photographic image in fine art, commercial art, and popular culture.

A minor in Photography requires 18 hours of course work from the following:

1. ART 275, ART 360, and ART 385;
2. Three courses from ART 225, ART 250, ARH 354, ART 460, COM 242, and COM 325.

**Auditing Studio Art Classes.** A student wishing to audit a studio art class may register for the class only at the end of the drop/add period and with the written permission of the instructor teaching the course. Consult the tuition and fees section of the Catalogue for costs.

**Independent Study in Art.** Students must consult with an art faculty member prior to registering for an Independent Study. The goals and objectives of the Independent Study project must be outlined. The Independent Study may not substitute for regular art classes. ARH and ART 451 may be taken only when substantial course work at the 100, 200, and 300 level has been completed.

**Postgraduate Opportunities.** The program offers a sound foundation for a wide variety of careers in the fine and commercial arts and for further scholarly pursuits. Recent graduates are working as professional artists, gallery directors, art teachers, newspaper photographers, and computer graphics specialists.

**Resources for Non-Majors.** All Wesleyan students are welcome to take any of the Art Department's course offerings with the exception of ARH 405 and ART 408 which are the senior seminar courses for majors.

The Wesleyan College Art Club is open to all students and encourages everyone with an interest in the field to participate. The Art Club sponsors the Annual Wesleyan College Student Art Exhibition. This exhibition is open to all students with numerous awards presented in a variety of categories.

Art exhibitions are presented regularly on the Wesleyan campus. The Cowles Myles Collier East Gallery of Porter Auditorium features exhibits by national, regional, and local artists. The West Gallery of Porter Auditorium showcases the College's permanent collection. Additional exhibits and student work can be seen in the gallery of the Valeria McCullough Murphey Art Building.

### **Art (ART) Gen. Ed. Course Descriptions**

#### **101: Drawing.**

**Goal:** To develop competence and confidence in the ability to draw. To organize perceptions in a logical and analytical manner. To explore a variety of media and paper surfaces.

**Content:** The elements, materials, and aesthetics of drawing.

**Taught:** Fall, Spring.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

#### **106: Understanding Images.**

**Goal:** An introduction to two-dimensional design used to provide a formal structure for the study of visual images. Students will learn the use of visual elements (line, shape form, texture, value, color, pattern) and principles (composition, unity, variety, emphasis, contrast, rhythm, motion, etc.) In an analytical study of images from art and culture.

**Content:** Works of art will be formally analyzed. Visual meaning in images will be evaluated by studying the artist's intentions and stylistic execution.

**Taught:** Annually.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

**108: 3-D Design.**

**Goal:** An introduction to the techniques and concepts of three-dimensional design used in the making of sculpture. Students will learn to analyze works of art - their own and those of contemporary artists - using design principles. Students will learn to utilize some of the art methods discussed in class in making their own work. By moving freely from the classroom to the studio, students will gain an understanding of the rich correlations between developing ideas and content and making art works.

**Content:** Contemporary sculptures will be discussed and analyzed. Students will make artworks of their own, and then discuss how effective their studio projects are in terms of the assignment and the design principles. Students will also analyze objects and artworks in written form.

**Taught:** Fall, Spring.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

**110: Creativity: Art/Design from Nature.**

**Goal:** We will consider creativity: what it is, how it happens, and why it is essential to the advancement of our world. To do this, we will study the creative process of known innovators, and practice the development of original ideas. We will consider biomimicry, and use our Arboretum as a resource, where students will explore image and design development through a study of objects and conditions found in nature. Drawing, photography, and journal entries will provide opportunities to record, analyze, express, transform and innovate. We will attempt to better understand how original ideas result from the information

input of our senses (particularly vision), the processing in our brain, and the output through our mind and hands.

**Content:** Assignments will focus on explorations through three progressive approaches: 1.Naturalistic and scientific rendering and photography, 2.Expressive and metaphorical realism through drawing and a study of photographic works, and 3.The creation of new shape and form through abstraction, stylization, and photographic manipulation. Students will practice creativity through the development of individual portfolios of art and writing, and through collaborative idea development.

**Taught:** Spring.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

**225: Graphic Design.**

**Goal:** To understand the methods of commercial art through the use of the computer. To work through the design stages, working with type, layout, photographic art and drawn images. To understand the persuasive and informative nature of design.

**Content:** Projects in the field of graphic design. Use of computer drawing, painting, image manipulation and page-layout programs.

**Taught:** Annually.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

**231: Ceramics.**

**Goal:** to introduce students to various methods of construction with clay. To develop safe and proper studio practices. To explore the aesthetic and functional aspects of the medium. To explore textural and color possibilities of surface.

**Content:** understanding clay as an art medium. Technical instruction in hand building, throwing, and glaze experimentation with various clay bodies and firing processes.

**Taught:** Fall, Spring.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

**241: Sculpture.**

**Goal:** To learn various approaches to making sculpture. To explore the techniques and materials of sculpture and to develop creatively.

**Content:** Instruction in plaster, clay, stone carving, wood-working, steel welding, and assembling found materials. Review of the sculptural works of numerous twentieth-century artists.

**Taught:** Annually.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

**250: Traditional and Digital Printmaking.**

**Goal:** To explore a variety of traditional, digital, and photographic printmaking processes and to learn to combine them together in the execution of creative imagery. To understand the differences between commercial reproductions and fine art original prints. To develop a basic control of printing processes and employ the computer as a tool for creative visual expression in the development of fine art multiples.

**Content:** an introduction to traditional printmaking processes and digital image creation/manipulation methods, digital printing, and digital/photographic printmaking techniques.

**Taught:** Annually.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

**275: Digital Photography.**

**Goal:** To develop visual communication skills through the study of the history of photography and the use of the digital camera. To understand the artistic and journalistic uses of photography, to understand how the camera relates to and differs from the human eye, to learn the basic operations of the digital camera and enlarger, and to control contrast and composition in a photograph.

**Content:** Introduction to digital photography with special emphasis on photography as fine art, documentary, and journalistic photography using the digital camera.

**Taught:** Fall, Spring.

**Gen. Ed. Category:** Exploring; Thinking & Expressing Creatively; (FA).

**Credit:** 3 hours.

**Art (ART) Other Course Descriptions****201. Figure Drawing.**

**Goal:** To give the student a complete understanding of the human form, in terms of drawing accuracy, structure, and form.

**Content:** Basic experiences in drawing the figure, beginning with the understanding of gesture and progressing through the development of the human form in space.

**Taught:** Annually.

**Prerequisite:** ART 101.

**Credit:** 3 hours.

**221: Painting.**

**Goal:** To introduce the painting process and the concepts of value, color, and paint surface. To incorporate all aspects of visual thought and technique in producing compositions. To express oneself in terms of paint and color.

**Content:** An introduction to the materials and techniques of painting; the application of contemporary thought and personal experiences to the process of painting. Students work on exercises and finished works in oil paint and oil pastel.

**Taught:** Annually.

**Prerequisite:** ART 101 or permission of instructor.

**Credit:** 3 hours.

**291: Directed Independent Study.**

**Goal:** To provide an opportunity for intermediate-level independent study.

**Content:** Independent work of interest to the student and approved by the instructor and program director.

**Taught:** Fall, Spring.

**Prerequisites:** Permission of instructor and program director.

**Credit:** 1-6 hours.

**300: Intermediate Drawing.**

**Goal:** To allow students to further develop their skills in drawing with a concentration on the use of color and a variety of media.

**Content:** Students will be introduced to techniques and media beyond those of introductory drawing with an emphasis on experimentation.

**Taught:** Annually.

**Prerequisites:** ART 101.

**Credit:** 3 hours.

**318: Intermediate 3-D Studio.**

**Goal:** To allow for personal growth in one of the three dimensional media. To develop expressive content and to improve technical ability within a particular medium.

**Content:** The student will work in the studio in the medium of her choice, with the guidance of the instructor. The student will work with the instructor to develop goals for achievement and meet individually once a week to discuss ideas, development and progress. Monthly group critiques will be held to assess improvement and to suggest new directions. This course may be repeated once for a total of six hours.

**Taught:** Annually.

**Prerequisites:** ART 108, and ART 231 or 241.

**Credit:** 3 hours.

**338: Intermediate Printmaking.**

**Goal:** To allow for personal growth and advanced work in traditional and digital printmaking processes. To develop and effectively communicate through visually expressive content, critically analyze fine art print, and improve technical ability.

**Content:** The student will work with the instructor to develop personal goals for achievement focusing on experimentation with a variety of printmaking processes. Individual and group critiques will be held to assess the progress of student projects and to analyze concepts and strategies.

**Prerequisites:** ART 250: Traditional and Digital Printmaking.

**Taught:** Annually.

**Credit:** 3 hours.

**340: Intermediate Graphic Design.**

**Goal:** To allow for personal growth and advanced work in computer graphic design, layout, typography, and image creation and manipulation. To develop, and effectively communicate through visually expressive content, critically analyze design, and improve technical ability.

**Content:** Working through the design process, students will use drawing, image manipulation, and page layout programs in the execution of creative projects in the field of graphic design. Group and individual critiques will be held to assess the progress of student projects and to analyze concepts and strategies.

**Taught:** Annually.

**Prerequisites:** ART 225: Graphic Design.

**Credit:** 3 hours.

**350: Intermediate Painting.**

**Goal:** To allow for personal growth and advanced work in painting. To develop expressive content and to improve technical ability.

**Content:** The student will work with the instructor to develop personal goals for achievement. The student will focus on experimentation with various media. The student will work under the guidance of the instructor and meet regularly to assess progress, concepts and strategies. Group critiques will be held.

**Taught:** Annually.

**Prerequisite:** ART 101.

**Credit:** 3 hours.

**360: Documentary Photography.**

**Goal:** To expose students to the history of important documentary photographic works that have altered society. Each student will develop a body of photographs that documents a selected subject. Students will expand their technical facility with photographic processes.

**Content:** The student will work with the instructor to develop personal goals for achievement. The student will meet regularly with the instructor and will participate in group critiques and lectures.

**Taught:** Annually.

**Prerequisite:** ART 275.

**Credit:** 3 hours.

**361: Elementary Arts: Curricula and Methods.**

**Goal:** To familiarize students with the process of creative development in elementary school children. To introduce students to various philosophies in support of the inclusion of the visual arts in the general curricula. To present art production methods and materials appropriate to specific age groups of school children.

**Content:** The study of art education philosophies, rationales, goals, media, methods and materials appropriate in the grades K-5.

**Taught:** Annually.

**Credit:** 3 hours.

**385: Studio Photo: Portrait & Product.**

**Goal:** Students will learn the skills required for professional portrait and product photography.

**Content:** This course offers the experience of photographing in an interior studio setting. The students will expand their knowledge of the use of the digital camera, studio lighting, subject positioning, and product placement.

**Taught:** Annually.

**Prerequisite:** ART 275.

**Credit:** 3 hours.

**396: Special Topics in Art.**

**Goal:** To offer the student opportunities to pursue fields of study outside traditionally offered courses.

**Content:** An in-depth examination of a special area of art. Topics offered vary from time to time.

**Taught:** Offered occasionally.

**Prerequisite:** Depends on course content.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**400: Portfolio Building: Drawing.**

**Goal:** To allow for personal growth and advanced work in drawing. To develop expressive content and to improve technical ability.

**Content:** The student will work with the instructor to develop personal goals for achievement. The student will focus on content development through one medium. The student will work under the guidance of the instructor and meet regularly to assess progress, concepts, and strategies. Group critiques will be held.

**Taught:** Annually.

**Prerequisite:** ART 101, 300.

**Credit:** 3 hours.

**408: Senior Studio Seminar.**

**Goal:** to enable the student to complete her A.B. degree senior art exhibition and to develop the skill and knowledge of discussing and analyzing works of art through the writing component.

**Content:** Seminar for the A.B. degree candidate in the studio arts. Emphasis will be on the development of the student's senior art exhibition with a writing component.

**Taught:** Spring.

**Prerequisites:** Senior standing. Candidate for A.B. degree.

**Credit:** 3 hours.

**418: Portfolio Building: 3-D.**

**Goal:** To allow for personal growth and advanced work in a three dimensional medium. To develop expressive content and to improve technical ability with a particular medium.

**Content:** The student will work in the studio with the medium of her choice, with the guidance of the instructor. The student will work with the instructor to develop goals for achievement and meet individually once a week to discuss ideas, development and progress. Monthly group critiques will be held to assess improvement and to suggest new directions.

**Taught:** Annually.

**Prerequisite:** ART 318.

**Credit:** 3 hours.

**438: Portfolio Building: Printmaking.**

**Goal:** To allow for personal growth and advanced work in traditional and digital printmaking processes. To develop and effectively communicate through visually expressive content, critically analyze fine art print, and improve technical ability.

**Content:** The student will work with the instructor to develop personal goals for achievement focusing on experimentation with a variety of printmaking processes. Individual and group critiques will be held to assess the progress of student projects and to analyze concepts and strategies.

**Taught:** Annually.

**Prerequisite:** ART 338: Intermediate Printmaking.

**Credit:** 3 hours.

**440: Portfolio Building: Graphic Design.**

**Goal:** To allow for personal growth and advanced work in computer graphic design, layout, typography, and image creation and manipulation. To develop, and effectively communicate through, visually expressive content, critically analyze design, and improve technical ability.

**Content:** Working through the design process, students will use drawing, image manipulation, and page layout programs in the execution of creative projects in the field of graphic design. Group and individual critiques will be held to assess the progress of student projects and to analyze concepts and strategies.

**Taught:** Annually.

**Prerequisite:** ART 340: Intermediate Graphic Design.

**Credit:** 3 hours.

**450: Portfolio Building: Painting.**

**Goal:** To allow for personal growth and advanced work in painting. To develop expressive content and to improve technical ability.

**Content:** The student will work with the instructor to develop personal goals for achievement. The student will focus on content development through one medium. The student will work under the guidance of the instructor and meet regularly to assess progress, concepts and strategies. Group critiques will be held.

**Taught:** Annually.

**Prerequisite:** ART 350.

**Credit:** 3 hours.

**451: Directed Independent Study.**

**Goal:** To allow the student to explore a field of study not covered in the regular course structure. To allow a concentrated course of study for the serious and independent student.

**Content:** Independent work in any of the specialized art history or studio art areas.

**Taught:** Offered occasionally.

**Prerequisite:** Permission of instructor and program director.

**Credit:** 1-6 hours.

**452/199: Field Study.**

**Goal:** To offer the student the opportunity to explore real-life training with local businesses.

**Content:** Student-initiated field studies in any of the specialized art history or art areas.

**Taught:** Offered occasionally.

**Prerequisite:** Permission of the faculty sponsor and art faculty.

**Credit:** 1-12 hours.

**460: Portfolio Building: Photography.**

**Goal:** To expose students to the history of important photographic works. Each student will develop a professional photographic portfolio. Emphasis will be placed on content development. Students are encouraged to investigate the impact of contemporary aesthetic and social theory including postmodernism and politics of representation.

**Content:** The student will work with the instructor to develop personal goals for achievement. The student will meet regularly with the instructor and will participate in group critiques and lectures.

**Taught:** Annually.

**Prerequisite:** ART 360 or ART 385.

**Credit:** 3 hours.

**499: Honors Thesis. (Fee required)**

# Asian Studies

The Asian Studies minor provides students with a foundational understanding of the politics, history, economy, and culture of the region, with particular emphasis on East Asia, as well as intermediate proficiency in one of its major languages. Asian Studies minors are encouraged to take advantage of Wesleyan's study abroad offerings in Asia, as well as the rich cultural programming offered through the Wesleyan College Confucius Institute. Students who graduate with a minor in Asian Studies will be able to pair this course of study with studies in their major field to be prepared for a number of graduate programs and career options.

## Minor Requirements: Asian Studies (21 hours)

### *Required (3-9 hours)*

CHN 212 (Intermediate Chinese) (0-6 hours)

or

JPN 212 (Intermediate Japanese) (0-6 hours)

and

HIS 346 Modern East Asia (3 hours)

### *Category A: Asian History and Politics\* (6 hours)*

AST 296 Special Topics (3 hours)

AST 396 Special Topics (3 hours)

HIS 120 Early Civilizations (3 hours)

HIS 125 Emerging Modern World (3 hours)

HIS 305 Empires and Diaspora (3 hours)

POL 222 Comparative Politics (3 hours)

POL 335 Politics of the Developing World (3 hours)

TRA 240, 242, 244, or 246\*\* (3-4 hours)

### *Category B: Asian Culture\* (6 hours)*

ARH 216 Art of the Spirit (3 hours)

AST/PHI 210 Readings in Philosophy (3 hours)\*\*\*

AST/ENG 205 Perspectives on World Literature (3 hours)\*\*\*

AST 250 Introduction to Chinese Culture (3 hours)

AST 297 Special Topics (3 hours)

AST/COM 384 Seminar in Rhetorical Studies (3 hours)\*\*\*

AST 396 Special Topics (3 hours)

REL 225 Exploring the World's Religions 3 hours

TRA 240, 242, 244, or 246\*\* (3-4 hours)

*Additional courses from A and B, above, to total 21 hours.*

\*At least one course from A or B must be 300-level or higher.

\*\*Each TRA course may count in only one category, and must include travel to an Asian country.

\*\*\*ENG 205, PHI 210, and COM 384 will occasionally be offered without sufficient Asian content, at which times they will not be cross-listed as Asian Studies courses.

## Asian Studies (AST) Gen. Ed. Course Descriptions

### **205: Perspectives on World Literature.**

**Goal:** Through close reading and discussion of literature from primarily non-Western cultures, students explore such topics as the legacy of colonialism in world literature, challenges of cross-cultural literary analysis, and strategies writers use to shape their identities or engender social change. Students will identify issues arising from increasingly complex global connections; analyze how components such as socio-economic status, ethnicity, race, and religion shape beliefs and behaviors; and communicate and interact effectively across cultures.

**Content:** Each semester this class selects a particular perspective from which to consider authors' use of creative writing to address issues in their lives and the lives of their communities. Such perspectives may include a particular geographical region, cultural phenomenon, or component of writers' identity (for example, African literature, globalization, or expatriated writers).

**Taught:** Alternate years.

**Prerequisite:** WIS 101 or ENG 101 and one Exploring general education course.

**Gen. Ed. Category:** Expanding; Diverse & Interdependent world; (HUM).

**Credit:** 3 hours; cross-listed as ENG 205.

#### **250: Introduction to Chinese Culture.**

**Goal:** This course introduces students to selected topics in contemporary Chinese culture, such as popular culture, food, family structures, daily life, education, and business.

**Content:** By studying different aspects of Chinese culture students will become more knowledgeable about Chinese life today and how the Chinese participate in the global circulation of culture, identity, tradition, and modernity.

**Taught:** Annually.

**Gen. Ed. Category:** Expanding; Diverse & Independent World; (SBS).

**Credit:** 3 hours.

### **Asian Studies (AST) Other Course Descriptions**

#### **210: Readings in Philosophy.**

**Goal:** To introduce students to the sorts of questions and issues discussed in philosophical texts and the ways in which philosophers discuss these questions and issues. To help students develop their own skills in the reading and analysis of philosophical texts.

**Content:** Writings from one, two, or three different significant philosophers in the Western tradition. If the course focuses on the work of one philosopher, students and faculty will read together a significant part of that philosopher's work. If the course covers more than one philosopher, students and faculty will consider the philosophers' different approaches to a particular philosophical theme or set of themes. Representative topics might include Chinese philosophy, philosophy and the everyday, or Existentialism.

**Taught:** Annually.

**Credit:** 3 hours; cross-listed as PHI 210.

#### **296, 297: Special Topics in Asian Studies.**

**Goal:** To provide an opportunity for exploration of a topic not offered as part of the established curriculum or to explore in greater detail a subject covered by another course.

**Content:** An in-depth examination of a special topic in Asian Studies. Topics vary. A student may take no more than six semester hours in special topics courses.

**Taught:** Offered occasionally.

**Prerequisite:** Depends on course content.

**Credit:** 3 hours.

#### **384: Seminar in Rhetorical Studies.**

**Goal:** To study a topic in rhetorical theory, criticism, or public discourse. Topics will vary. Representative topics might include the history of rhetorical theory, American public discourse, classical Taoist rhetoric, Feminist rhetoricians, or study of a rhetorical scholar.

**Content:** Readings and discussion of relevant texts. Papers, exams or other assignments relevant to the topic.

**Taught:** Alternate years.

**Prerequisite:** One COM course or permission of instructor.

**Credit:** 3 hours; cross-listed as COM 384.

#### **396: Special Topics in Asian Studies.**

**Goal:** To provide an opportunity for exploration of a topic not offered as part of the established curriculum or to explore in greater detail a subject covered by another course.

**Content:** An in-depth examination of a special topic in Asian Studies. Topics vary. A student may take no more than six semester hours in special topics courses.

**Taught:** Offered occasionally.

**Prerequisite:** Depends on course content.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

#### **451: Directed Independent Study.**

**Goal:** To enable an intensive exploration of a topic in Asian studies of special interest.

**Content:** Directed independent work of a on a topic in Asian studies.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisite:** Permission of program director.

**Credit:** 1-6 hours.

**452/199: Field Study.**

**Goal:** To provide the student with intensive, specialized work experience in the area of Asian studies.

**Content:** Observation and participation in the work of Asian studies.

**Taught:** Fall, Spring, and Summer.

**Prerequisite:** Adequate course work for the placement selected and permission of the faculty advisor; approval of the Director of Career Development.

**Credit:** 1-12 hours.

# Biology

New technologies and new ideas have contributed to making the biological sciences one of the most explosive areas of modern intellectual pursuit. The study of biology is rich in history and our modern understanding of the living world is predicated on centuries of observations, analysis, debate, and reassessment and reinterpretation of previous discoveries. The biology program seeks to challenge students to explore the living world and to use the study of biology as a means to develop their full cognitive potential. The program embraces the philosophy that to understand science, a student must participate actively in the scientific process. Understanding and engaging in the scientific method within the context of the life sciences prepares the student to succeed in graduate study in an area of specialization, health professional schools, a technical career, or science education. Students may choose courses best suited to meet their vocational goals within the larger structure of a curriculum designed to insure breadth of experience.

**Major Program.** The biology program balances instruction in "content" and "process" with active participation on the part of all students in research projects throughout their undergraduate careers. This research-driven curriculum has at its base an initial three course sequence comprising two semesters of introductory biology followed by a semester of scientific methodology and experimental design. The first course, "Principles of Biology I: Biological Processes," provides a solid foundation in the study, scope, and processes of biology, including basic biochemistry, cell biology, genetics, ecology, evolution, and population biology. The second course, "Principles of Biology II: Diversity of Biological Systems," applies a comparative approach to understanding the evolutionary basis for biological classification of organisms, continuity and diversity in the various kingdoms of life, and the central features of plant and animal physiology. The third course, "Research Methods in the Biological Sciences," immerses the student in the actual practice of science. In this course, students actively practice the scientific method by observing natural phenomena, asking questions, formulating alternative hypotheses, designing and instrumenting controlled experiments to test their hypotheses, carrying out these experiments by collecting and analyzing data, drawing conclusions from their experimental results, presenting their findings in written and oral forms, defending their procedures and results, and critically evaluating the work of others.

Nearly all upper-level coursework in biology draws upon this platform of practical experience and knowledge by requiring students to design and carry out experimental extensions of their laboratory exercises. Upper-level courses span subprograms, organism, population, and integrative biology. Most students choose to participate in collaborative research with faculty members during their college careers. Due to the highly integrative nature of modern biology, coursework in chemistry, physics, and mathematics is also required. A capstone experience is provided by the Senior Integrative Exercise in Biology, in which the student integrates her knowledge of biology and other academic disciplines to research and present a focused interdisciplinary topic in an open forum.

The goals of this curriculum are to graduate biology majors who can demonstrate a rich understanding of the current content and subject area of the biological sciences, who can apply a firm foundation of practical experience with the scientific method to actual research projects, and who can present themselves and their work in professional settings.

Department faculty can be contacted to help with initial course selection and the development of a long-range plan for course sequencing. Aspirants to medical, dental, allied health and veterinary schools must satisfy the specific entry requirements for those schools. Biology majors contemplating a career in Allied Health (e.g., Nursing, Physician's Assistant, Medical Technologist, Physical Therapist) should complete both BIO 210 and BIO 211 in order to meet professional school requirements for a two-semester sequence in Human Anatomy and Physiology.

**Major Requirements for Biology.** A major in biology requires a minimum of 59 semester hours, including the following:

## **36 semester hours of Biology, including at least three 300-level Biology courses**

### **Five student learning outcomes have been identified for the required courses in the Biology major:**

- I. Foundational understanding in the study, scope, and processes of the core concepts of biology and of the scientific method;
- II. Expanding understanding of subprograms, organism, population and integrative biology;
- III. Diversifying understanding through exposure to a broad base of knowledge gained from different subdivisions of biology;
- IV. Integrating knowledge previously gained in biology coursework and developing experience in application of knowledge, research, and critical thinking;

**V. Associating knowledge in other disciplines through coursework in physical science and in mathematics**

**I. Foundational Courses (all 3 courses required; 12 hours):**

BIO 110 Principles of Biology I: Biological Processes 4 hours  
BIO 112 Principles of Biology II: Diversity of Biological Systems 4 hours  
BIO 203 Research Methods in the Biological Sciences 4 hours

**II. Expanding (Upper-level Core Courses; 4 courses required, 1 from each pair, 15-16 hours):**

BIO 311 Genetics, **or**  
BIO 320 Molecular Cell Biology 4 hours  
BIO 270 Vertebrate Zoology, **or**  
BIO 340 Animal Physiology 4 hours  
BIO 256 Reproductive Biology , **or**  
BIO 341 Developmental Biology 4 hours  
BIO 280 Ecology , **or**  
BIO 350 Principles of Evolution 3 or 4 hours

**III. Diversifying (elective courses to complete total of 36 hours of Biology):**

Any additional course(s) from II above,  
**OR**  
BIO 208 Field Biology  
BIO 210 Human Anatomy and Physiology I\*  
BIO 211 Human Anatomy and Physiology II\*  
BIO 235 Histology  
BIO 245 Microbiology  
BIO 265 Immunology  
BIO 315 Animal Behavior  
BIO 318 Biochemistry  
BIO 325 Neurophysiology  
BIO 345 Forensic Biology  
BIO 360 Conservation Biology  
OR

Special Opportunities in Biology (recommended):  
BIO 155 Introduction to Research  
BIO 396 Special Topics in Biology  
BIO 451 Independent Study  
BIO 452 Field Study  
BIO 499 Honors Thesis

**IV. Integrating (Required)**

BIO 440 Senior Integrative Exercise in Biology 2 hours

**V. Associating (required courses in other science and math disciplines, 23 semester hours):**

MAT 220\*\* Statistical Methods  
CHM 101 General Chemistry I  
CHM 102 General Chemistry II  
CHM 221\*\* Organic Chemistry I  
PHY 115\*\* College Physics I  
PHY 116\*\* College Physics II

\*Note: A maximum of 4 semester hours from the BIO 210/BIO 211 sequence may be counted toward the biology major.

\*\*Note: Pre Calculus (MAT 140) or any one course in calculus may be substituted for MAT 220. Organic Chemistry II (CHM 222) is strongly recommended for students preparing for graduate or professional programs. PHY 121, PHY 122 General Physics may be substituted for PHY 115, PHY 116.

**Integrative Experience:** The integrative experience requirement is met with BIO 440 Senior Integrative Exercise in Biology. In this course, students work individually to research a focused topic integrating biological concepts and methods with those of another discipline. Students work collaboratively in a small group to organize oral presentations which integrate individual topics into a broader theme, question, or problem. Students present their work at the end of the semester.

**Professional Development in Biology:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation.

The biology professional experience requirement can be met by involvement in any of the following biology related activities: internship, independent study, assisting a faculty member with the instruction of a regular teaching laboratory (teaching assistant), working with a faculty member as part of a laboratory or field research project. With faculty approval, these activities may also be used to fulfill the general education requirement that each student, "must develop her understanding of how a liberal arts education enhances students' preparation for careers and further professional growth" (general education learning objective #7). Registration for and completion of at least 1 credit hour of PDE 400, Professional Development Experience, is required to fulfill this aspect of the general education requirement.

Biology majors contemplating a career in Allied Health (e.g., Nursing, Physician's Assistant, Medical Technologist, Physical Therapist) should complete both BIO 210 and BIO 211 in order to meet professional school requirements for a two-semester sequence in Human Anatomy and Physiology.

**Course Sequencing for the Biology Major.** For optimal progress, students considering a major in biology should begin with BIO 110 in the fall semester and BIO 112 in the spring semester of their first year. BIO 203 should be taken in the fall of the sophomore year. Students with some high school chemistry are strongly encouraged to take CHM 101 and 102 in their first year and CHM 221, 222 in their sophomore year. Physics is normally taken in the second or third year. A recommended sequence of courses for the student majoring in biology is shown below.

**Fall /Spring**

**FIRST YEAR**

BIO 110 / BIO 112

CHM 101 / CHM 102

WIS 101 / Writing Competency Course

Electives, General Education / Electives, General Education

**SECOND YEAR**

BIO 203 / BIO core or electives

CHM 221 / CHM 222

Electives, General Education / Electives, General Education

(In the first or second year of study: MAT 140, 205, 206, or 220)

**THIRD YEAR**

PHY 115 (or PHY 121) / PHY 116 (or PHY 122)

BIO core or elective / BIO core or electives, BIO Independent Study

Electives, General Education / Electives, General Education

**FOURTH YEAR**

BIO core or elective / BIO core or electives

BIO Independent Study / BIO Independent Study

Electives, General Education / Electives, General Education

BIO 440

**Minor Requirements: Biology.** The biology minor consists of a minimum of six courses within the discipline, for a total of 22 semester hours. These six courses will include BIO 110, 112, and 203, plus any three regularly-offered 200-300 level courses.

**Resources for Non-Majors.** Principles of Biology I (BIO 110) and Human Biology (BIO 103) are designed to fulfill the General Education learning outcomes for exploring how the natural world functions. Research Methods (BIO 203) is designed to fulfill the General Education learning outcomes for the Speaking Competency. Principles of Biology I (in addition to Principles of Biology II) also provides the necessary background for advancement to additional coursework within the biology major, biology minor, environmental science minor, and neuroscience minor programs. Human Biology (BIO 103) does not directly fulfill any course requirements of the biology major or minor. Non-majors can elect to take additional coursework in biology within the prerequisite structure. Prerequisites can, in some cases, be waived with the consent of the instructor and program director. Students contemplating a career in Allied Health ( e.g., Nursing, Physician's Assistant, Medical Technologist, Physical Therapist) should complete both BIO 210 and 211 in order to meet professional school requirements for a two-semester sequence in Human Anatomy and Physiology.

**Undergraduate Research Opportunities.** All biology majors are exposed to the research environment of science in their sophomore year in the required course BIO 203. This experience is furthered by research components in many of the upper-level courses for which BIO 203 serves as a prerequisite. Independent laboratory or field research experience is strongly encouraged as a means to gain further knowledge of how science is conducted and as a prelude to post-graduate study in both research and clinically-based programs. Faculty members welcome the opportunity to support and direct the research efforts of students enrolled in BIO 155, 451, 452, and 499 and to have students participate as research assistants in ongoing faculty research programs. Also, students are welcome to participate in the College intern program and receive academic credit for participation in research conducted at other institutions.

### **Biology (BIO) Gen. Ed. Course Descriptions**

#### **103: Human Biology.**

**Goal:** To familiarize the student with the practice and issues of applying the scientific method and modern biological techniques to the study of the human condition.

**Content:** An exploration of the biological approaches to the study of the human species, human populations, and the human body. The first part of the course examines cell theory, Mendel and molecular genetics, population biology, ecology, evolution, and modern advances in biotechnology. These serve as contexts in which to evaluate applications of the scientific method to understanding human existence and our interactions with the natural world as individuals and societies. The second part of the course focuses inward on functions of the human body, including nutrition, maintenance of the internal environment, neural and endocrine control, immune responses, circulation, respiration, reproduction, development, and aging. Laboratories involve data collection and analysis of experiments directly related to human biology, using both classic and modern technological approaches, computers, biochemical and physiological test equipment, simulations and case studies.

**Taught:** Fall, Spring.

**Prerequisites:** None.

**Gen. Ed. Category:** Exploring how the natural world functions; (SM).

**Credit:** 4 hours.

#### **110: Principles of Biology I-Biological Processes.**

**Goal:** To expose the student to the underlying principles of biology, including the requirements of living systems, the interaction of life with the physical world which supports it, and the molecular basis that unifies all living things.

**Content :** The principles of evolution, ecology, and genetics. An introduction to the biome that comprises all living things. An introduction to the cellular basis of life.

**Taught:** Fall.

**Prerequisites:** None.

**Gen. Ed. Category:** Exploring how the natural world functions; (SM).

**Credit:** 4 hours.

#### **203: Research Methods in the Biological Sciences.**

**Goal:** To learn basic methods and techniques of research in the natural sciences, especially biology and chemistry. To become proficient in the conduct of science and presentation of scientific information. To explore practical, philosophical, and ethical aspects of science. To improve public speaking skills in both large and small group settings.

**Content :** A "hands-on" introduction to all aspects of the scientific method and scientific research. Students conduct experimental practical and self-designed research projects, including initial formulation of hypotheses, experimental design and instrumentation, data analysis, and preparation of results for presentation. Students prepare critical reviews of published papers, formal written research reports, and presentations of original research designs and results in written, graphical, and oral formats.

**Taught:** Fall.

**Prerequisites:** BIO 110, MAT 140.

**Gen. Ed. Category:** Developing; Speaking Competency; (SM).

**Credit:** 4 hours.

### **Biology (BIO) Other Course Descriptions**

#### **112: Principles of Biology II-Diversity of Biological Systems.**

**Goal:** To expose the student to the unity and diversity of the living organisms that inhabit the earth. To examine the mechanisms involved in the structures and processes used by living things to accomplish the requirements of continued existence.

**Content :** The systematic survey of the major groups of organisms from the bacteria to the higher vertebrates. A systems approach to the functioning of living organisms from the cellular to the whole organism levels.

**Taught:** Spring.

**Prerequisite:** BIO 103 or BIO 110 or permission of program director.

**Credit:** 4 hours.

### **155: Introduction to Research.**

**Goal:** This course is intended to give students an introduction to scientific research methods and practices.

**Content:** The focus of the course will be skill building, basic laboratory techniques, research design and execution of a short research project, development of oral and written presentations.

**Prerequisites:** BIO 110 and BIO 112 or CHM 101 and CHM 102.

**Taught:** Occasionally.

**Credit:** 1-3 hour.

### **208: Field Biology.**

**Goal:** To practice field techniques and quantitative skills commonly used in outdoor scientific disciplines. To learn to identify the conspicuous plant and animal species of Georgia and consider how they are adapted to their environments.

**Content:** Students will be introduced to the flora, fauna, and ecosystems of the southeastern United States in this field-intensive course. Emphasis will be on practical aspects of conducting scientific investigation outdoors, namely: taxonomic skills, field identification of plants and animals, use of dichotomous keys, techniques for sampling and describing natural populations and communities, and quantitative skills for analysis of data.

**Taught:** Fall. Alternate Years.

**Prerequisites:** BIO 110 and BIO 112; or ESC 150.

**Credit:** 4 hours; cross-listed as ESC 208.

### **210: Human Anatomy and Physiology I.**

**Goal:** To introduce the student to human gross and microscopic anatomy and physiology. To encourage the student to think synthetically about the interrelationships among form, function, development, and pathology of the human body.

**Content:** An introduction to organism structure, basic biochemistry, cytology and cell physiology, and histology and tissue physiology. A practical study of the structure and function of the human integument, skeletons, nervous, and sensory systems. The emphases of the course are on relating structure to function, relating gross and microscopic anatomy, developing 3-dimensional visualization skills, and becoming comfortable with the terminology of human anatomy and physiology. This is the first semester of the two-semester sequence in Human Anatomy and Physiology at an intermediate level.

**Taught:** Every Fall.

**Prerequisite:** BIO 103 or BIO 110.

**Credit:** 4 hours.

### **211: Human Anatomy and Physiology II.**

**Goal:** To continue the introduction of the student to human gross and microscopic anatomy and physiology. To encourage the student to think synthetically about the interrelationships among form, function, development, and pathology of the human body.

**Content:** A practical study of the structure and function of the human endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, excretory, and reproductive systems. An introduction to human nutrition, development, health, and pathology. The emphases of the course are on relating structure to function, relating gross and microscopic anatomy, developing 3-dimensional visualization skills, and becoming comfortable with the terminology of human anatomy and physiology. This is the second semester in the two-semester sequence in Human Anatomy and Physiology at an intermediate level.

**Taught:** Every Spring.

**Prerequisite:** BIO 210.

**Credit:** 4 hours.

### **235: Histology.**

**Goal:** To deepen student understanding of tissue function by examining tissue form at the microscopic level. Special emphasis will be made in helping students understand the dimensional context of structures and the function of these structures in relation to organ and organ system physiology.

**Content:** Identification of cell structure and relation of form to function. Microscopic analysis of all major organ systems. Development of proficiency in common histologic techniques, including tissue fixation, embedding, sectioning and counterstaining. Identification of select pathologic forms and the impact of these alterations on normal organ function.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 110 and 112.

**Credit:** 4 hours.

#### **245: Microbiology.**

**Goal:** To survey the general characteristics of microorganisms, including morphology, classification, and ecology. To practice sterile techniques and procedures for identifying and culturing microorganisms.

**Content:** An introduction to the structure, physiology, and reproduction of bacteria, viruses, and fungi; disease effects and control of pathogenic microorganisms; and principles of immunology.

**Taught:** Every Spring.

**Prerequisites:** BIO 110 or BIO 103.

**Credit:** 4 hours.

#### **256: Reproductive Biology.**

**Goal:** To examine the mechanisms which govern reproductive tract function in vertebrate animals, using a combination of theoretical and experimental techniques. A major focus of this course will be human reproductive biology, with additional emphasis on the use of animal models to illustrate underlying molecular principles which regulate reproductive function.

**Content:** Examination of reproductive strategies and the utility of sexual versus asexual reproduction in maintaining diversity. Microscopic exploration of embryonic reproductive tract development and examination of disorders in this process. Introduction of conserved molecular mechanisms which govern reproductive tract function. Discussion of environmental and social factors which impact reproductive success. Consideration of ethical implications of new reproductive technologies.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 110, 112, 203 or permission of instructor.

**Credit:** 4 hours.

#### **265: Immunology.**

**Goal:** To introduce students to the fundamental principles underlying the formation and function of the mammalian immune system.

**Content:** This course focuses on differences in innate versus acquired immunity, antigen/antibody interactions, B and T cell activation, genes and genetic rearrangements involved in the development of lymphocytes and mechanisms underlying immune disorders.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 110 and 112.

**Credit:** 4 hours.

#### **270: Vertebrate Zoology.**

**Goal:** To survey the classes of vertebrates in order to develop an understanding of their phylogeny and adaptations.

**Content:** An anatomical, physiological, and behavioral comparison of vertebrates with an emphasis on functional morphology, structural design, ecological adaptations, natural history, and evolution.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 110 and 112.

**Credit:** 4 hours.

#### **280: Ecology.**

**Goal:** To understand the interrelationships between living organisms and their physical and biological environment. To develop a broad understanding of the field of ecology. To conduct ecological research.

**Content:** Ecological principles at the level of the individual, population, community, and ecosystem. Specific topics include nutrient cycles, flow of energy in ecosystems, population dynamics, evolutionary ecology, life histories, competition and other community interactions, succession, and island biogeography. Current topics in anthropogenic global change.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 110 and 112; or ESC 150.

**Credit:** 4 hours; cross-listed ESC 280.

#### **311: Genetics.**

**Goal:** To explore the principles involved in the inheritance of characteristics from generation to generation, from the molecular basis of heredity through the population as a unit of evolution.

**Content:** Mendel, molecular, and population genetics. Biomedical applications of new, genetically based technologies.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 110, 112, and 203.

**Credit:** 4 hours.

**315: Animal Behavior.**

**Goal:** To familiarize the student with the biological study of animal behavior. To introduce the student to the major historical and contemporary perspectives of behavioral study. To allow the student to practice field and laboratory methods of behavioral sampling and analysis. To encourage the student to practice critical evaluation and presentation of representative examples of contemporary ethological literature and studies.

**Content:** A practice-oriented survey of contemporary approaches to animal behavior, including behavioral genetics, behavioral development, neuropathology, behavioral endocrinology, behavioral ecology and evolution, ethnology and sociobiology.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 103 or 110; BIO 203 or PSY 305.

**Credit:** 4 hours; cross-listed as NSC 315.

**318: Biochemistry.**

**Goal:** To survey the structure, function, and metabolism of the basic classes of organic molecules. To interrelate the various metabolic pathways into a unified concept of metabolism at the organism level.

**Content:** Protein, carbohydrate, lipid and nucleic acid structure and synthesis. The metabolic pathways in which these four classes of molecules participate.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 110, 112 and CHM 101, 102, 221.

**Credit:** 3 hours; cross-listed CHM 318.

**320: Molecular Cell Biology.**

**Goal:** To introduce modern cell biology with an emphasis on the molecular structure, function, and regulation of proteins involved in fundamental metabolic processes including protein transport, cell signaling, cell attachment, and cell proliferation.

**Content:** Definition of cell structures, regulation of activities by membranes, derivation of energy from the environment, mechanisms of biosynthesis for growth and repair, transmission of genetic information, and strategies for cell recognition.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 110, 112, and 203.

**Credit:** 4 hours.

**325: Neurophysiology.**

**Goal:** To familiarize the student with the theoretical bases and experimental methods of modern neurophysiology, appropriate to studying the structure and function of individual nerve cells and small neuronal systems.

**Content:** A practice-oriented introduction to functional cellular neurobiology, focusing on electrophysiology. Laboratory exercise and discussion topics will include electrophysiology, histology, and neurochemistry techniques, neuronal membrane dynamics, synaptic function and plasticity, sensory coding, sensor coordination, central pattern generation, and network function. The primary methods of laboratory study will be intracellular, extracellular, multicellular and whole animal electrophysiology, cell and synaptic simulations, and computer simulations of neuronal and network function.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 103 or 110; BIO 203 or PSY 305.

**Credit:** 4 hours; cross-listed as NSC 325.

**340: Animal Physiology.**

**Goal:** To familiarize the student with the fundamental principles underlying the functioning of animals, from cellular to organism levels.

**Content:** A detailed survey of the mechanisms of animal physiology, taught primarily from an organ-systems perspective. Topics include membrane dynamics, neuronal and nervous system function, muscle physiology; cardiac function and circulation, respiration, digestion, excretion, endocrinology, and reproduction. This course takes a comparative approach to animal physiology, with a focus on physiological mechanisms in vertebrates, including humans.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 110, 112; BIO 203 or PSY 305.

**Credit:** 4 hours.

**341: Developmental Biology.**

**Goal:** This course will allow the student to explore the mechanisms and structures involved in the ontogeny of animals.

**Content:** The development of animals from fertilization through birth/hatching; examination of molecular/structural/temporal regulation of developing vertebrate and invertebrate organisms.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 110, 112, and 203.

**Credit:** 4 hours; cross-listed as NSC 341.

### **345: Forensic Biology.**

**Goal:** The course will require students to apply fundamental cell biological, biochemical, histological, physiological and molecular biology principles and techniques to the analysis of trace materials that are typically found at crime scenes.

**Content:** This course will emphasize critical thinking and problem solving skills and will reinforce the importance of accuracy in laboratory science experiments. Course material will cover the biochemical, physiological and molecular basis of forensic methods and case studies will be used to contextualize the use of forensic biology techniques as they are applied to crime scene investigation and conservation biology. Laboratory exercises will include histological analysis of plant, animal and human tissues, basic and forensic serology techniques and forensic DNA analysis.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 110 and BIO 112.

**Credit:** 4 hours.

### **350: Principles of Evolution.**

**Goal:** To understand the mechanisms and results of evolution. To review historic and current controversies in evolutionary studies. To examine the diversity of approaches, both theoretical and empirical, used in the study of evolution.

**Content:** The principles of evolution, genetic variation, population genetics, adaptations, natural selection, population structure, speciation, biogeography, phylogeny, coevolution, and macroevolution.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 110, 112, and 203, or permission of instructor.

**Credit:** 3 hours.

### **360: Conservation Biology.**

**Goal:** To understand the reasons why many species are endangered, to examine possible solutions, and to consider the ethical and ecological ramifications of species extinctions. To appreciate the interdisciplinary nature of conservation biology by considering issues ranging from the level of the gene to the scale of the entire biosphere.

**Content:** Students read, review, and discuss current literature in this speaking-intensive course. Students will conduct both laboratory and field-based studies. Topics include defining diversity, threats to biodiversity, population genetics of rare species, conservation strategies and nature preserves, and legal and ethical issues.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 110 and 112; or ESC 150.

**Credit:** 4 hours; cross-listed ESC 360.

### **396: Special Topics in Biology.**

**Goal:** To provide the opportunity to explore topics outside those offered elsewhere within the biology curriculum or to explore in greater detail a subject covered by another course.

**Content:** An in-depth examination of a special topic within biology. Topics will vary from semester to semester.

**Taught:** Offered occasionally.

**Prerequisites:** BIO 110, 112, and 203, or permission of instructor.

**Credit:** 3 or 4 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

### **440: Senior Integrative Exercise in Biology.**

**Goal:** To provide a capstone integrative experience for senior biology majors. To prepare for careers and professional growth by discussing future goals and reflecting on past collegiate experiences, both in the major and in the general education curriculum.

**Content:** With faculty guidance, students will work individually to research a focused topic integrating biological concepts and methods with those of another academic discipline. Students will work collaboratively in a small group to organize oral presentations incorporating individual topics into a broader theme, question, or problem. Students will make their presentations at the end of the semester to students and faculty in the Division of Natural Sciences and Mathematics. Students will also critique resumes and prepare cover letters for a variety of postgraduate opportunities.

**Taught:** Fall.

**Prerequisites:** Declared major in biology and the completion of at least 19 semester hours in biology including BIO 110, BIO 112, and BIO 203.

**Credit:** 2 hours.

**451: Directed Independent Study.**

**Goal:** To enable a student to explore intensively a topic of special interest. To promote original, independent, creative, and critical thinking. To attempt to answer questions of a scientific nature. To provide an opportunity to conduct independent laboratory research and learn new techniques.

**Content:** Directed independent work of a scholarly nature. Emphasis on research methods.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisites:** BIO 110, 112, and 203, and permission of program director.

**Credit:** 1-6 hours.

**452/199: Field Study.**

**Goal:** To enable a student to experience a potential career opportunity. To acquire specific knowledge in the area of internship.

**Content:** An opportunity whereby a student may obtain credit in biology for experience gained in a biology-related internship or activity. Specific content is submitted by the student and should include objectives, anticipated activities, appropriate reading list, and nature of progress reports to be submitted to faculty sponsor.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisites:** Adequate coursework for the placement selected and permission of the faculty advisor; approval of the Director of Career Development.

**Credit:** 1-12 hours.

**499: Honors Thesis. (Fee required)**

# **Business Administration**

The Department of Business and Economics offers several programs that provide special opportunities for students who are interested in careers in business and related fields. The programs in business benefit from endowments by the estate and family of the late D. Abbott Turner who was a prominent leader in business and civic affairs in Georgia and a trustee of Wesleyan. These endowments help provide Wesleyan students with instruction, equipment, and special activities that add an important dimension to the educational process.

The D. Abbott Turner Program in Business Management includes three major curriculum alternatives: the major in business administration, the major in accounting, and the major in international business. The department also offers a major in economics and an interdisciplinary major in advertising and marketing communication.

The department has an expanded minor curriculum program with minors in accounting, business management, economics, and finance.

The department sponsors lectures, conferences, seminars, and research which promote entrepreneurship and business career opportunities for women. These activities provide students with the opportunity to discuss significant issues and experiences with successful women from the business community. A lecture series offers topical special lectures and convocations with prominent leaders in business and government.

## **Major Requirements: Bachelor of Arts in Business Administration**

The major in business administration requires that the student complete 43 hours of course work in specified areas of essential business topics: accounting, marketing, management, economics, and finance. The student majoring in business administration may use additional elective hours to design a concentrated area of study beyond the minimum major requirements in accounting, marketing, economics, finance, technology, or a non-business field. Completion of a second major in another field is encouraged.

Five student learning outcomes for the required courses in the business administration major have been identified:

- I. understanding the fundamental concepts of business
- II. understanding the economic and financial dimensions of business;
- III. understanding the collection, organization, and analysis of business and the use of computer in decision-making;
- IV. developing knowledge in one advanced area of business studies; and
- V. integrating knowledge previously gained and developing experience in application of knowledge, research, and critical thinking.

Additional goals in the liberal arts are met in the general education curriculum:

- I. understanding the historical and political context of business;
- II. developing an awareness of the dimensions of human behavior as individuals and in organizations;
- III. understanding the issues in philosophy and values which influence the business environment.

The requirements for the business administration major and the goal that each fulfills are as follows:

- I. BUS 105 Contemporary Business  
**or** BUS 106 Business and Society 3 hours  
BUS 303 Principles of Marketing 3 hours  
BUS 315 Principles of Management 3 hours  
BUS 318 Human Resource Management 3 hours

- II. ECO 102 Issues in Macroeconomics 3 hours  
ECO 104 Issues in Microeconomics 3 hours  
ECO 205 Principles of Finance 3 hours

- III. ACC 201 Financial Accounting: Concepts and Applications 3 hours  
ACC 202 Principles of Managerial Accounting 3 hours

BUS 128 Computer Applications 3 hours  
MAT 192 Introduction to Mathematical Reasoning 3 hours (or higher level course in mathematics)  
MAT 220 Statistical Methods 3 hours

IV. One approved 300+ course in accounting, business, or economics 3 hours

V. BUS 488 Business Policy Seminar 3 hours  
BUS 475 Portfolio Seminar 1 hour

**Integrative Experience:** The student learning outcome of enhancing a student's capacity for integrative thinking is met in the business administration major with the requirement of BUS 475 Portfolio Seminar. This course provides a forum for business majors to discuss, analyze, and critique and prepare a senior portfolio documenting their integrative experience. The student will reflect upon the interdisciplinary nature of her courses of study including the general education experiences and their relationship to her business major. This course includes the formal presentation of a portfolio documenting these experiences

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation.

The student learning outcome of developing an understanding of how a liberal arts education enhances a student's preparation for careers and further professional growth is met in the business administration major with BUS 475. The program also recommends students consider internships as opportunities to experience their fields of interest. It is not uncommon for an internship to lead to a job offer. Some of the sponsors who welcome Wesleyan interns in business include Cherry Blossom Festival, Coliseum Hospital, Greater Macon Chamber of Commerce, Medical Center of Central GA, Merrill-Lynch, the Southern Company and Georgia Power, SunTrust Bank, and the United Way.

**Postgraduate Opportunities:** The business degree prepares students for a profession and a career, while providing for immediate employment. Consequently, although some graduates pursue a Master of Business Administration or other graduate degrees, most enter the workforce immediately following graduation. Recent graduates are working for Arthur Andersen, Grant Thornton, Dow Chemical, Ernst and Young, the Department of Revenue, City Bank of London, Coca-Cola, SunTrust Bank, Bright Ideas Advertising, and for many other businesses, industries, and nonprofit organizations.

**Minor Requirements: Business.** A minor in business consists of a minimum of 18 hours distributed as follows:

BUS 105 Contemporary Business

*or*

BUS 106 Business and Society 3 hours

ACC 201 Financial Accounting: Concepts and Applications 3 hours

ECO 102 Issues in Macroeconomics

*or*

ECO 104 Issues in Microeconomics 3 hours

ECO 205 Principles of Finance 3 hours

Two additional accounting, business or economics courses at or above the 300 level 6 hours

### **Business Administration (BUS) Gen. Ed. Course Descriptions**

#### **105: Contemporary Business.**

**Goal:** Introduce students to the diverse external influences that impact on issues and decision making within an organization.

**Content:** Students will analyze the business environment in the areas of economic, social, political, technological, and global issues.

**Taught:** Fall, Spring.

**Gen. Ed. Category:** Exploring; Individuals & Communities; (PS).

**Credit:** 3 hours.

**106: Business and Society.**

**Goal:** To introduce students to the expectations society has toward business behavior.

**Content:** Major issues facing organizations in both the profit and nonprofit sector will be researched, analyzed, discussed, and evaluated. Students will evaluate how decisions of organizations impact the larger society and the community in which they reside.

**Taught:** Fall, Spring.

**Gen. Ed. Category:** Exploring; Individuals & Communities; (PS).

**Credit:** 3 hours.

**Business (BUS) Other Course Descriptions****128: Computer Applications.**

**Goal:** To study a variety of professional applications.

**Content:** Uses and methods of integrating various types of software through the construction of several projects.

**Taught:** Fall, Spring.

**Credit:** 3 hours.

**303: Principles of Marketing.**

**Goal:** To understand the basic marketing functions: product policy, pricing, advertising, selling, distribution, and marketing research, and to apply them to practical marketing problems.

**Content:** The examination of the "4 P's" of marketing-product, price, promotion, and place. Practical application of these concepts by developing a global marketing plan.

**Taught:** Fall, Spring.

**Credit:** 3 hours.

**306: Advertising Strategy.**

**Goal:** To investigate the underlying ideas, principles, and concepts used by management of a business to inform consumers of the availability of and attributes of products and services.

**Content:** Study of advertising background and theory, with an emphasis on different types of advertising media available. Practical application of these concepts by creating advertising cases.

**Taught:** Spring.

**Credit:** 3 hours.

**310: Business Law.**

**Goal:** To examine comprehensively the role of law and legal practice in the American business environment.

**Content:** Exploration of the differences between private and public law and also the differences between substantive and procedural law, with an emphasis on understanding the linkages between different areas of business law. Specific attention to such areas as classifications of legal subjects, the court system, dispute resolution, private law principles, public law, individual rights, business entities, and protection of society.

**Taught:** Fall, Spring.

**Credit:** 3 hours.

**315: Principles of Management.**

**Goal:** To understand the basic concepts, theories, and research in management and to apply them to practical management problems.

**Content:** Examination of the principal functional areas of management-planning, organizing, directing, and controlling as well as environmental, legal, economic, ethical, statistical, international, and career issues.

**Taught:** Fall.

**Credit:** 3 hours.

**317: Organizational Behavior.**

**Goal:** To examine the three components of an organization - the individual, the group, and the system.

**Content:** This course will study the relationships of these components, the effects on decisions, and the strategies to employ to best meet organizational needs.

**Taught:** Fall.

**Credit:** 3 hours.

**318: Human Resources Management.**

**Goal:** To examine human resource strategies and to acquaint students with human resource functions in business organizations.

**Content:** Studying the major human resource functions-recruitment, selection, planning, job analysis, orientation, training and development, career planning, performance appraisal, compensation management, employee benefits, safety and health, employee relations, collective bargaining, and research-in an organizational context.

**Taught:** Fall, Spring.

**Credit:** 3 hours.

### **320: Investments Analysis.**

**Goal:** To acquaint students with the selection of common stocks, bonds, and other securities from the perspectives of both the individual and institutional investor.

**Content:** Basic concepts of investment management using risk/return analysis and empirical evidence to examine the securities valuation, the efficient markets hypothesis, portfolio diversification strategies, and investment decision-making in changing markets.

**Taught:** Spring.

**Credit:** 3 hours.

### **333: Business Information Systems.**

**Goal:** To understand how firms plan, build, and implement systems to process accounting information necessary to the business.

**Content:** A study of the fundamentals of business data processing techniques and systems. Technological advances and their effects on business are discussed.

**Taught:** Spring.

**Prerequisite:** ACC 201.

**Credit:** 3 hours; cross-listed as ACC 333.

### **350: Entrepreneurship.**

**Goal:** To awaken the student's entrepreneurial spirit and to make the student aware of the significant role that entrepreneurial thinking plays in the successful development of new enterprises whether they be for-profit or non-profit organizations.

**Content:** Class discussions and textbooks readings will explore entrepreneurial characteristics, entrepreneurial opportunities, and effective small business planning and management systems. Because the business plan serves as a model and framework for entrepreneurial thinking, the student will create a personal and informal business plan for a business or non-profit organization of her choosing.

**Taught:** Offered occasionally.

**Credit:** 3 hours.

### **396: Special Topics in Business.**

**Goal:** To provide an opportunity for exploration of a topic not offered as part of the established curriculum.

**Content:** Examination of special topics, problems, or issues in business that seem particularly relevant to student needs and interests.

**Taught:** Offered occasionally.

**Prerequisite:** Dependent on topic.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

### **451: Directed Independent Study.**

**Goal:** To provide the student with the opportunity for independent study, under careful supervision, of significant topics in business selected in consultation with the instructor.

**Content:** Varies.

**Taught:** Fall, Spring, and Summer.

**Prerequisite:** Adequate course work for the placement selected and permission of the faculty advisor.

**Credit:** 1-9 hours.

### **452/199: Field Study.**

**Goal:** To provide the student with intensive, specialized work experience in the area of business.

**Content:** Observation and participation in the work of business professionals.

**Taught:** Fall, Spring, and Summer.

**Prerequisite:** Adequate course work for the placement selected and permission of the faculty advisor; approval of the Director of Career Development.

**Credit:** 1-12 hours.

**475: Portfolio Seminar.**

**Goal:** To provide a forum for accounting, business administration, and international business majors in which students discuss, analyze, critique and prepare a senior portfolio documenting their integrative experience.

**Content:** Students will reflect upon the interdisciplinary nature of their courses of study including the general education experiences and their relationship to their major.

**Taught:** Fall, Spring.

**Prerequisite:** Junior or senior standing.

**Credit:** 1 hour; cross-listed as ECO 475.

**488: Business Policy Seminar.**

**Goal:** To familiarize the student with the integration of the functional areas of business through study and discussion of real organizational problems from the perspective of top-level management.

**Content:** Emphasis on the development of conceptual skills in management, marketing, and finance that require the student to approach decision-making and strategic planning in terms of the total impact on the organization. An on-line computer simulation is an integral part of BUS 488.

**Taught:** Fall, Spring.

**Prerequisite:** BUS 303 and BUS 315; ECO 205; and senior standing.

**Credit:** 3 hours.

**499: Honors Thesis.** (Fee required)

# Chemistry

Chemistry is the study of molecules and as such is central to both the physical and biological sciences. Chemists have played significant roles in resolving many scientific problems ranging from decoding the DNA molecule to the discovery of semiconductors. Chemistry courses offer students the opportunity to master the chemical concepts necessary for an understanding of much of the natural sciences. These courses encourage students to think independently, to approach problems and tasks creatively and skillfully, and to test hypotheses critically. Laboratory experience is integral to most chemistry courses. Experimental design, modern laboratory techniques, and data analysis are emphasized. Courses, internships, and research are all part of the chemistry program, and academic credit can be earned for each.

**Major Program.** The chemistry major encourages students to achieve a sound understanding of the fundamental concepts of molecular science, to employ scientific approaches to tasks and problems, and to prepare for careers in industry and technology, for professional health science schools, for teaching science, and for graduate study in chemistry. Wesleyan chemistry majors have enjoyed success in all these and other career options.

Students are first exposed to a survey of modern chemistry in a two-course sequence. This background provides the basis for more specialized studies in analytical, organic, and physical chemistry, which together form the core of the major. Students choose one of the two tracks in the chemistry major curriculum. The professional chemistry track (Option I) is recommended for students who plan to pursue graduate studies in chemistry or to enter professions that required a strong and diverse background in the field. Curricular Option II, the pre-professional health track, is better suited for students planning to continue their education in medicine, pharmacy, dental, veterinary, or allied health fields. Further, the second track is ideal for students planning to enter post-baccalaureate programs that require basic science degrees for admission. Students pursuing the pre-professional health track take eight semester hours in biology rather than two of the chemistry courses required of their counterparts in the other track.

Inorganic chemistry, environmental chemistry, biochemistry, and research/independent studies are electives which serve to provide further breadth and depth to the student's knowledge of chemistry, as does a required course in research methods. To ensure breadth in ancillary disciplines which are important to the study of chemistry as a central science, students also take courses in physics and mathematics. Seniors enroll in our capstone courses designed to develop insights into the interconnections that exist between the subdisciplines of chemistry, and between chemistry and other natural sciences. Department faculty can be contacted to help with initial course selection and the development of a long-range plan for course sequencing. Aspirants for medical, pharmacy, dental, allied health, and veterinary schools must satisfy the specific entry requirements for those schools.

## Major Coursework Requirements: Chemistry

**Major in Chemistry- Option I (professional/graduate track):** The following curriculum is recommended for students who plan to go on to graduate school in chemistry or to enter professions that require a strong background in chemistry.

Requirements: A minimum of 57 semester hours, including CHM 101, 102, 221, 222, 240, 320, 340, 361, 362, and 410 (37 semester hours). Other required science and mathematics courses (20 semester hours) include PHY 121 and 122 (or PHY 115 and 116), MAT 205, 206, and two 300-400 level chemistry, biology, mathematics, or physics electives.

**Major in Chemistry- Option II (pre-professional health track):** This option is designed to meet the needs of students planning to continue their education in medicine, pharmacy, or allied health fields. Further, this track is suitable for students planning to enter post-baccalaureate programs that require science degrees for admission.

Requirements: A minimum of 54 semester hours, including the chemistry core courses of CHM 101, 102, 221, 222, 240, 361, and 410 (26 semester hours) and two 300-400 level chemistry electives. Other required science and mathematics core courses (22 semester hours) include BIO 110 and 112, PHY 115 and 116 (or PHY 121 and 122), and MAT 205 and 206.

## **Five student learning outcomes have been identified for the required courses in the Chemistry major:**

- I. Foundational understanding in the study, scope, and processes of the core concepts of chemistry and of the scientific method;
- II. Expanding understanding of organic, physical, analytical, and inorganic chemistry;

III. Diversifying understanding through exposure to a broad base of knowledge gained from different subdisciplines of chemistry;

IV. Integrating knowledge previously gained in chemistry coursework and developing experience in application of knowledge, research, and critical thinking;

V. Associating knowledge in other disciplines through coursework in physical science and in mathematics

**I. Foundational Courses (both courses required; 8 hours):**

CHM 101 General Chemistry I 4 hours

CHM 102 General Chemistry II 4 hours

**II. Expanding (Upper-level Core Courses; all courses required; 26 hours):**

CHM 221 Organic Chemistry I 4 hours

CHM 222 Organic Chemistry II 4 hours

CHM 361 Chemical Thermodynamics 3 hours

CHM 362 Quantum Chemistry 4 hours

CHM 240 Quantitative Analysis 4 hours

CHM 340 Instrumental Analysis 4 hours

CHM 320 Inorganic Chemistry 3 hours

Note: For Track I, all courses are required. For Track II, CHM 320, CHM 340, and CHM 362 are optional but may be used to satisfy the two 300-400 level chemistry course elective requirement.

**III. Diversifying (elective courses):**

Track I: any two 300-400 level courses in Biology, Chemistry (other than courses listed above in II. Expanding), Mathematics, or Physics to be chosen in consultation with the student's advisor. Note that some of these courses may have prerequisites in addition to those of the Chemistry Major.

Track II: any two additional 300-400 level courses in Chemistry (CHM 318, CHM 320, CHM 340, CHM 362, CHM 396), to be chosen in consultation with the student's advisor.

**IV. Integrating (Required)**

CHM 410 Integrative Experience in Chemistry 3 hours

**V. Associating (required courses in other science and math disciplines):**

Both Chemistry Major Tracks require

MAT 205 Calculus I 3 hours

MAT 206 Calculus II 3 hours

Other Requirements for the two Chemistry Major Tracks are

Track I:

PHY 121 General Physics I 4 hours

PHY 122 General Physics II 4 hours

Note: PHY 115 and 116 may substitute for PHY 121 and 122

Track II:

BIO 110 Principles of Biology I: Biological Processes 4 hours

BIO 112 Principles of Biology II: Diversity of Biological Systems 4 hours

PHY 115 College Physics I 4 hours

PHY 116 College Physics II 4 hours

Note: PHY 121 and 122 may be substituted for PHY 115 and 116

**Integrative Experience:** The integrative experience requirement in Chemistry is met in CHM 410 Integrative Experience in Chemistry. In this course, students work individually or collaboratively with faculty to research a focused topic or topics integrating chemical concepts and methods with those of other disciplines.

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. The Professional Development requirement in Chemistry is met through CHM 452 Field Study. Students are encouraged to pursue internship and research opportunities with faculty members and with local laboratories.

**Chemistry Minor.** The minor in chemistry encourages students to acquire a solid knowledge base of the fundamental concepts of chemistry, an understanding of more specialized areas within the discipline, and the ability to employ the process of scientific inquiry within the laboratory setting.

**Minor in Chemistry Requirements:** The chemistry minor consists of a minimum of seven courses within the discipline. These courses will include a core curriculum (25 hours minimum): CHM 101 and 102, 221 and 222 (or 361 and 362), 240 and two 300-400 level chemistry electives.

**Resources for Non-Majors.** All Wesleyan students are welcome to include some chemistry courses in their curricula of study. CHM 101 may be used to satisfy the general education requirements category. In addition, CHM 101 and 102 provide the necessary background for advancement to additional coursework within the chemistry program. Non-majors can elect to take additional coursework in chemistry within the prerequisite structure.

**Undergraduate Research Opportunities.** Research is a highly desirable component of the curriculum for chemistry majors. Many upper-level chemistry courses have research components. Independent research experience is strongly encouraged as a prelude to a career in chemistry or to post-graduate study. Chemistry faculty welcome the opportunity to support and direct the research efforts of students enrolled in CHM 451, 452, and 499, and to have students participate as research assistants in ongoing faculty research programs. Students in this program receive academic credit and usually do not require additional semesters in order to complete degree requirements. Students are also welcome to participate in other internships through the College's internship program.

### **Chemistry (CHM) Gen. Ed. Course Descriptions**

#### **101-101L: General Chemistry I.**

**Goal:** To explore the nature of matter. To examine qualitatively and quantitatively the principles which govern the physical and chemical changes of matter. To encourage critical thinking, logical derivation, and creativity, through solving problems. To develop an understanding of the composition and operation of the material universe and an appreciation of the greater environment. To prepare students for further studies in science.

**Content:** A comprehensive introduction to chemistry including stoichiometry, chemical reactions, properties of gases, thermochemistry, acid-base theory, and atomic structure.

**Taught:** Fall.

**Prerequisites:** MAT 130 or placement at MAT 140 or higher.

**Gen. Ed. Category:** Exploring how the natural world functions; (SM).

**Credit:** 4 hours (3 hours lecture and 3 hours lab per week).

### **Chemistry (CHM) Other Course Descriptions**

#### **102-102L: General Chemistry II.**

**Goal:** To explore the nature of matter. To examine qualitatively and quantitatively the principles which govern the physical and chemical changes of matter. To encourage critical thinking, logical derivation, and creativity, through solving problems. To develop an understanding of the composition and operation of the material universe and an appreciation of the greater environment. To prepare students for further studies in science.

**Content:** A comprehensive introduction to chemical bonding, molecular structure, properties of liquids and solids, reaction kinetics, and chemical equilibrium.

**Taught:** Spring.

**Prerequisites:** CHM 101.

**Credit:** 4 hours (3 hours lecture and 3 hours lab per week).

#### **221, 222: Organic Chemistry I and II.**

**Goal:** To examine the structure and the physical and chemical properties of hydrocarbon compounds and their derivatives. To apply the mechanistic approach to understanding the basic nature of organic reactions. To encourage critical thinking, logical derivation, and creativity, using organic synthesis as a vehicle. To apply laboratory techniques used in determining structures of organic molecules.

**Content:** An introduction to the chemistry of carbon compounds including their structures, physical and spectral properties, chemical reactivity, and synthesis. Laboratory work includes the isolation, purification, and identification used in determination of structures of organic molecules, as well as determination of physical and spectral properties.

**Taught:** CHM 221, Fall; CHM 222, Spring.

**Prerequisites:** CHM 102; CHM 221 for CHM 222.

**Credit:** 4 hours.

**240: Quantitative Analysis.**

**Goal:** To expand the study of ionic equilibria involved in acid-base, oxidation-reduction, precipitation, and complexometric reactions. To apply equilibrium principles and stoichiometry to modern analytical volumetric and gravimetric analyses. To develop statistical methods of analyzing and comparing analytical results.

**Content:** A study of analytical chemistry determinations which rely on gravimetric and volumetric analysis. Laboratory work includes hands-on experience with classical analytical techniques used in these determinations.

**Taught:** Spring. Alternate years.

**Prerequisite:** CHM 102 as co- or prerequisite.

**Credit:** 4 hours.

**318: Biochemistry.**

**Goal:** To survey the structure, function, and metabolism of the basic classes of organic molecules. To interrelate the various metabolic pathways into a unified concept of metabolism at the organismal level.

**Content:** Protein, carbohydrate, lipid and nucleic acid structure and synthesis; the metabolic pathways in which these four classes of molecules participate.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 110, 112, CHM 101, 102, and 221 or permission of the instructor.

**Credit:** 3 hours; cross-listed as BIO 318.

**320: Inorganic Chemistry.**

**Goal:** To systematically examine the properties and reactions of inorganic compounds with an emphasis on structure and bonding.

**Content:** Structure, properties, and reactions of inorganic compounds with emphasis on main-group and transition elements are included.

**Taught:** Spring. Alternate years.

**Prerequisite:** CHM 102

**Credit:** 3 hours.

**340: Instrumental Analysis.**

**Goal:** To examine theoretical and practical aspects of instrumental methods of chemical analysis. To work with modern instrumentation routinely used in analytical chemistry determinations. To encourage an understanding of the strengths as well as the limitations of laboratory instrumentation.

**Content:** An introduction to the principles of optical spectroscopic methods of chemical analysis as well as chemical separations. Laboratory work includes hands-on experiments with modern instrumentation.

**Taught:** Spring. Alternate years.

**Prerequisite:** CHM 102 and CHM 240; or permission of instructor.

**Credit:** 4 hours.

**361: Chemical Thermodynamics.**

**Goal:** To examine the principles of chemical thermodynamics and their applications to phase and reaction equilibrium.

**Content:** An in-depth study of the first, second, and third laws of thermodynamics, and their application to chemical systems at equilibrium.

**Taught:** Fall

**Prerequisite:** CHM 102, PHY 122 (or 116), and MAT 206.

**Credit:** 3 hours.

**362: Quantum Chemistry.**

**Goal:** To examine the principles of quantum mechanics and their use in determining and describing molecular energies, spectra, and bonding.

**Content:** An in-depth analysis of chemical bonding, molecular energies and mechanics, and electromagnetic properties of molecules. An introduction to modern physical chemistry laboratory methods.

**Taught:** Spring, alternate years.

**Prerequisite:** CHM 102 and CHM 361, PHY 122 (or 116), and MAT 206; or permission of instructor.

**Credit:** 4 hours.

**396: Special Topics in Chemistry.**

**Goal:** To provide an opportunity to explore a topic not normally offered in the chemistry curriculum. To update students about new developments in chemistry.

**Content:** An in-depth examination of a special area of chemistry. Topics vary.

**Taught:** Offered occasionally.

**Prerequisite:** CHM 102.

**Credit:** 3 or 4 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**410: Integrative Experience in Chemistry.**

**Goal:** To provide a forum in which students make connections among chemistry and other disciplines.

**Content:** Varies with student interest. With faculty guidance, students will work individually or collaboratively with faculty to research a focused topic or topics integrating chemical concepts and methods with those of other disciplines. Students may be required to do one or more of the following: write a review paper covering scholarly literature, write commentaries on news media articles in which they critically evaluate scientific and non-scientific content, lead a seminar on a topic. Other requirements will depend on the topic(s) chosen for study.

**Taught:** Fall.

**Prerequisites:** CHM 101, 102, 8 additional hours in chemistry, senior class academic standing, declaration of a chemistry major, and permission of the program director.

**Credit:** 3 hours.

**451: Directed Independent Study.**

**Goal:** To enable an intensive exploration of a topic of special interest. To promote original, independent, creative, and critical thinking. To solve real problems in a scientific manner. To provide an opportunity to conduct independent laboratory work and to learn new techniques.

**Content:** Directed independent work of a critical or analytical nature. Under careful faculty supervision, qualified students are encouraged to develop originality of thought and thoroughness of method. Some emphasis on research methods.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisite:** Permission of program director.

**Credit:** 1-6 hours.

**452/199: Field Study.**

**Goal:** To afford actual experience in a professional chemical laboratory or in industrial chemistry.

**Content:** Applied areas in chemistry or chemical employment. May be elected for internship credit. The student submits a brief plan including objectives, anticipated activities, a list of readings, and the nature of reports to be submitted to the sponsor.

**Taught:** Offered occasionally.

**Prerequisites:** CHM 221; permission of advisor, program director, faculty sponsor, and the Director of Career Development.

**Credit:** 1-12 hours.

**499: Honors Thesis.** Fee Required.

# **Chinese**

This introductory sequence of courses offers students beginning steps into the language, which may be followed by study abroad, teaching English, or business endeavors in China. The four courses count towards a minor in Asian Studies. Students will be able to practice their new language skills with Chinese friends on campus and enhance their multicultural experience at Wesleyan.

## **Chinese (CHN) Course Descriptions**

### **101, 102: Elementary Chinese I, II.**

**Goal:** To teach students to speak, understand, read, and write Mandarin Chinese.

**Content:** This course will introduce students to spoken Mandarin Chinese and to the Pinyin written form as well as to the culture of China.

**Taught:** CHN 101, Fall; CHN 102, Spring.

**Prerequisite:** None for CHN 101; CHN 101 or equivalent for CHN 102.

**Credit:** 3; 3 hours. (Students must earn grades of C or better in these courses to fulfill the modern foreign language proficiency requirement.)

### **211: Intermediate Chinese I.**

**Goal:** To improve and develop speaking, reading, and writing in Chinese through dialogs, magazine articles, and literary selections.

**Content:** Emphasis on grammar, comprehension of advanced conversation and reading, and development of correct sentence structure.

**Taught:** Fall

**Prerequisite:** CHN 102 or equivalent

**Credit:** 3 hours

### **212: Intermediate Chinese II.**

**Goal:** To improve and develop speaking, reading, and writing in Chinese through dialogs, magazine articles, and literary selections.

**Content:** Emphasis on grammar, comprehension of advanced conversation and reading, and development of correct sentence structure.

**Taught:** Spring

**Prerequisite:** CHN 211 or equivalent

**Credit:** 3 hours

# Communication

Students pursuing a degree in communication will acquire a broad and deep understanding of communication theory, the ability to engage in informed criticism and analysis of communication acts and artifacts, develop critical thinking skills, and learn to practice effective communication. Students will study communication in multiple contexts and become effective evaluators of oral, written, and mediated texts.

**Major Program.** The department offers a 36 hour major designed to prepare students for graduate study in communication or related disciplines, professional programs, and/or careers in communication. The major emphasizes communication theory and criticism. While a few courses do deal with communication skills, for the most part communication is not a skills-based discipline, but a discipline that focuses on the study of how human beings use symbols of various types (language, sounds, images, etc.) to create and share meaning in the process of the social construction of reality. Therefore, the communication program focuses on theoretical, critical, and cultural studies of human symbolic practices in various contexts such as rhetorical studies, media and film studies, intercultural communication, and gender studies. Our approach is to develop analytical, critical, and creative abilities in students within the context of the larger social, historical, and cultural dynamics that shape and influence collective human norms, values, and practices. Communication scholarship seeks to understand the ways human beings use constructions such as texts, technology, relationships, and institutions to create meaning, share knowledge, develop power dynamics, and forge our understandings of reality.

The student learning outcomes for the communication major are as follows:

- I. Each student will demonstrate competency in knowledge of communication.
- II. Each student will develop an ability to think critically, analyze logically, and judge independently.
- III. Each student will demonstrate competency (both organizationally and analytically) in oral communication.
- IV. Each student will demonstrate competency (both organizationally and analytically) in written communication.

**Integrative Experience:** The Integrative Experience is fulfilled as part of COM 402 Senior Seminar in Communication. In this course, students develop a senior integrative project which enables the student to apply her accumulated knowledge of communication and engage in a critical analysis of a communication topic.

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. The Professional Development requirement for the Communication major is met in COM 452 Field Study. A wide variety of internship opportunities in the field of communication are available to students, including journalism, broadcasting, and public relations.

## **Major Requirements: Communication**

The Communication major consists of 36 hours distributed as follows:

### Core Requirements - 15 hours

- COM 103 Communication Theory 3 hours
- COM 202 Public Speaking 3 hours
- COM 215 Introduction to Media Studies 3 hours
- COM 340 Persuasion 3 hours
- COM 402 Senior Seminar in Communication 3 hours

### Critical and Cultural Contexts - 6 hours

- COM 216 Intercultural Communication 3 hours
- COM 300 Gender and Communication 3 hours
- COM 310 Rhetorical Criticism 3 hours
- COM 384 Seminar in Rhetorical Studies 3 hours

### Media and Film Studies - 6 hours

- COM 242 Cinematic Images and Society 3 hours
- COM 325 Film Criticism 3 hours
- COM 377 Cultural Impact of Media Technology 3 hours

COM 385 Seminar in Media Studies 3 hours

Communication Electives - 9 hours (at least 6 hours at the 300-400 level)

COM 199 or COM 452 (not both) can count for a maximum of 3 elective hours.

COM 451 can count for a maximum of 3 elective hours.

COM 499 cannot count as a communication elective.

### **Total Hours in Major 36 hours**

Note: COM 384 and COM 385 may be repeated once, when topics vary, for a total of 6 hours credit in the Communication major. The student's transcript will indicate the topic of the seminar so as to distinguish the two classes.

**Postgraduate Opportunities.** There is no ready-made or single career option for communication students because of the pervasive nature of communication. However, communication students often go on to work in careers such as public relations, personnel, counseling, human services, journalism, broadcasting, lobbying, speech writing, and teaching. Students in communication also go on to graduate school in communication or other disciplines, law school or even medical school.

**Minor Program.** The department offers an 18 hour minor designed to supplement a variety of major fields of study across the liberal arts.

**Minor Requirements:** Communication. 18 semester hours of communication courses are required for a minor in communication, six semester hours of which will include:

COM 103 Communication Theory 3 hours

COM 202 Public Speaking 3 hours

Of the remaining twelve hours of required communication study, at least six of those hours must be taken at the 300-level or above (exclusive of COM 199 and COM 452). A student may apply for a maximum of 3 credit hours of Directed Independent Study (COM 451) towards these remaining 12 hours.

**Resources for Non-Majors.** Most communication courses are open to all students. Communication courses provide an enriching theoretical, practical, and critical background to students with other majors. In our courses, non-majors should expect to develop critical thinking skills, and advance their oral and written communication abilities.

### **Communication (COM) Gen. Ed. Course Descriptions**

#### **103: Communication Theory.**

**Goal:** To provide an overview of the major theories, methodologies, and schools of thought in the discipline of communication.

**Content:** Study of communication theories and processes in fields such as interpersonal communication, group and organizational communication, rhetorical studies, media and cultural studies, intercultural communication, and gender communication.

**Taught:** Annually.

**Gen. Ed. Category:** Exploring; Individuals & Communities; (HUM).

**Credit:** 3 hours.

#### **202: Public Speaking.**

**Goal:** To provide students with the theory and practice of public address through a wide variety of experiences.

**Content:** Study of the principles of speaking from classical rhetoric to modern, cultural perspectives. Application of the principles and strategies for informative and persuasive processes and special-occasion events. Critical understandings and practice of evaluative analysis of presentations and ethics in speech situations.

**Taught:** Fall, Spring.

**Gen. Ed. Category:** Developing; Speaking Competency; (HUM).

**Credit:** 3 hours.

**216: Intercultural Communication.**

**Goal:** To understand the similarities and differences in cultures' communication understandings, performances, and privileging.

**Content:** Focus on the social construction of positionality, power dynamics, and expectations of cultural identity: race, ethnicity, nationality, religion, social economic status, sex, gender, sexuality, (dis)ability, age, etc. Explore the transitioning, negotiating, and managing in the process of intercultural communication in relationships, groups, societies, media, and institutions.

**Taught:** Alternate Years.

**Gen. Ed. Category:** Expanding; Diverse & Interdependent World; (HUM).

**Credit:** 3 hours.

**Communication (COM) Other Course Descriptions****215: Introduction to Media Studies.**

**Goal:** To introduce students to the major theoretical, critical, and methodological approaches to media studies.

**Content:** Readings, discussion, and analysis of media texts and artifacts. Critical methodologies studied will include semiotics, structuralism and poststructuralism, cultural studies, ideological criticism, Marxist analysis, psychoanalytic criticism, sociological analysis, and feminist criticism.

**Taught:** Annually.

**Credit:** 3 hours.

**242: Cinematic Images and Society.**

**Goal:** To acquaint students with the relationship between film and society by examining the social, artistic, cultural, political, and economic contexts of film.

**Content:** Screening and discussion of narrative fiction films. Readings and discussion of film history, structure of the film industry, and film movements. Study of film language, narrative, audiences, genres and styles.

**Taught:** Alternate years.

**Credit:** 3 hours.

**300: Gender and Communication.**

**Goal:** To explore the roles, rules, expectations, and power dynamics in the performance of gender in relational and textual processes.

**Content:** Reading, discussion, and analysis, primarily through a feminist lens, of situations and artifacts in private and public life: from family, friendship, and romance to education, work/organizations, media, and other social institutions.

Work to challenge the assumptions and dictates of societal notions of gender, sex, and sexuality. There will be a primary focus given to works by and about women.

**Taught:** Alternate Years.

**Prerequisite:** COM 103 or WST 200 or permission of instructor.

**Credit:** 3 hours; Cross-listed as WST 300.

**310: Rhetorical Criticism.**

**Goal:** To engage with the rhetorical processes of persuasion and contextualization through a practiced, theoretical analysis of texts.

**Content:** Explore the possible interpretations and multiple meanings open within rhetorical texts such as speeches, film, television, music, websites, sculpture, art, clothing, relational actions, communicative choices, etc. Application of a variety of rhetorical criticism methods culminating in a research project: neo-Aristotelian, cluster, metaphor, generic, fantasy-theme, pentadic, narrative, ideological, and feminist methods.

**Taught:** Alternate Years.

**Prerequisite:** COM 103 or permission of instructor.

**Credit:** 3 hours.

**325: Film Criticism.**

**Goal:** To understand the formalistic elements of film and familiarize students with the academic study of film criticism.

**Content:** Screening and discussion of narrative fiction films. Study of film form, structure, mise-en-scene, cinematography, editing, sound, and style.

**Taught:** Alternate years.

**Prerequisite:** One COM course or permission of instructor.

**Credit:** 3 hours.

**340: Persuasion.**

**Goal:** To study the processes of persuasion and identification surrounding source, message, and audience through rhetorical and psychological lenses.

**Content:** Deconstruction of the strategies and choices available in communication situations in relational, societal, and textual contexts to become cognizant and ethical in our own (ab)use of persuasion. Intensive analysis and reconstruction of advertising, political, and social movements campaigns through a persuasive theoretical lens.

**Taught:** Annually.

**Prerequisite:** COM 103 or COM 202 or permission of instructor.

**Credit:** 3 hours.

**377: Cultural Impact of Media Technology.**

**Goal:** To provide students with an understanding of the role changes in media technology have had over the course of human history in shaping cultural, social, political, and economic forces.

**Content:** Readings, discussion and analysis of the impact of orality, literacy, electronic and digital media on human conceptions of knowledge, politics, economics, power, relationships, selfhood, cognition, and identity.

**Taught:** Alternate years.

**Credit:** 3 hours.

**384: Seminar in Rhetorical Studies.**

**Goal:** To study a topic in rhetorical theory, criticism, or public discourse. Topics will vary. Representative topics might include the history of rhetorical theory, American public discourse, classical Taoist rhetoric, Feminist rhetoricians, or study of a rhetorical scholar.

**Content:** Readings and discussion of relevant texts. Papers, exams or other assignments relevant to the topic.

**Taught:** Alternate years.

**Prerequisite:** One COM course or permission of instructor.

**Credit:** 3 hours; cross-listed as AST 384 (for Asian content only).

**385: Seminar in Media Studies.**

**Goal:** To study a topic in media theory, structure, history, or criticism. Topics will vary. Representative topics might include reality television, female action heroes in film, economics of the media industry, the cultural history of American popular music, or media portrayals of sexuality.

**Content:** Readings and discussion of relevant texts. Papers, exams or other assignments relevant to the topic.

**Taught:** Alternate years.

**Prerequisite:** One COM course or permission of instructor.

**Credit:** 3 hours.

**396: Special Topics in Communication.**

**Goal:** To offer courses on a communication topic not available in the curriculum.

**Content:** Dependent upon the subject matter.

**Taught:** Offered occasionally.

**Prerequisite:** One COM course or permission of instructor.

**Credit:** 3 hours.

**402: Senior Seminar in Communication.**

**Goal:** To provide a capstone course in which students will develop a senior integrative project. To enable communication majors to apply their accumulated knowledge of communication and engage in critical analysis of a communication topic.

**Content:** Development of a comprehensive paper, portfolio, or project. All students will meet regularly as a group with communication faculty to assess, discuss, and critique their projects. Students will give an oral presentation of their projects at the end of the semester.

**Taught:** Annually.

**Prerequisite:** Senior status as declared communication major or permission of instructor.

**Credit:** 3 hours.

**451: Directed Independent Study.**

**Goal:** To enable an intensive exploration of a topic in communication of special interest.

**Content:** Directed independent work of a on a topic in communication

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisite:** Permission of program director.

**Credit:** 1-6 hours.

**452/199: Field Study.**

**Goal:** To provide the student with intensive work experience in the field of communication.

**Content:** Observation and participation in the work of communication professionals.

**Taught:** Offered occasionally.

**Prerequisites:** Permission of advisor, program director, faculty sponsor, and the Director of Career Development.

**Credit:** 1-12 hours.

**499: Honors Thesis.** (Fee required)

# **Computer Science**

Technology enhances student learning in a broad variety of disciplines at Wesleyan College. The college offers computer science courses to enhance other programs including mathematics, chemistry, physics, biology, business, art, and dual degree engineering. Wesleyan College does not offer a major or a minor in computer science.

## **Computer Science (CSC) Course Descriptions**

### **216: Programming I.**

**Goal:** To introduce students to the fundamental concepts of programming and to apply these concepts to solving a variety of problems.

**Content:** Essentials of algorithm design and problem solving with a strong programming component. Software development including program specifications, design, coding, debugging, testing, and documentation.

**Taught:** Fall.

**Prerequisite:** MAT 130 or equivalent.

**Credit:** 3 hours.

### **218: Programming II.**

**Goal:** To continue the study of fundamental concepts of programming applied to problem solving and to introduce students to the major data structures and their use in computer science.

**Content:** Recursion and iteration, major data structures, including arrays, records, stacks, queues, and lists, and classical computer science algorithms, including searching, sorting, and pattern matching.

**Taught:** Spring.

**Prerequisite:** CSC 216.

**Credit:** 3 hours.

### **452/199: Field Study.**

**Goal:** To provide the student with intensive, specialized work experience in the area of computer science.

**Content:** Observation and participation in the work of accounting professionals.

**Taught:** As needed.

**Prerequisite:** Adequate course work for the placement selected and permission of the faculty advisor; approval of the Director of Career Development.

**Credit:** 1-12 hours.

# Economics

The Department of Business and Economics offers several programs that provide special opportunities for students who are interested in careers in business and related fields. The programs in business benefit from endowments by the estate and family of the late D. Abbott Turner who was a prominent leader in business and civic affairs in Georgia and a trustee of Wesleyan. These endowments help provide Wesleyan students with instruction, equipment, and special activities that add an important dimension to the educational process.

The D. Abbott Turner Program in Business Management includes three major curriculum alternatives: the major in business administration, the major in accounting, and the major in international business. The department also offers a major in economics and an interdisciplinary major in advertising and marketing communication.

The department has an expanded minor curriculum program with minors in accounting, business management, economics, and finance.

The department sponsors lectures, conferences, seminars, and research which promote entrepreneurship and business career opportunities for women. These activities provide students with the opportunity to discuss significant issues and experiences with successful women from the business community. A lecture series offers topical special lectures and convocations with prominent leaders in business and government.

An economics student will be equipped with the necessary analytical tools to understand contemporary economic issues and to take reasoned positions in debates about economic and social policy. She will be in a position to apply these tools in a multitude of areas in her future career. Many of the world's most pressing problems -unemployment, inflation, poverty, inequality, discrimination, underdevelopment, environmental destruction - are economic in nature.

**Major Program.** Economics is concerned with the study of the causes and the possible solutions to these and other economic problems. Macroeconomics is concerned with the economy as a whole, with the forces behind economic growth, the problems occurring in the growth process (especially unemployment and inflation), and government policies to address these problems. Microeconomics focuses on the efficient allocation of scarce resources among alternative uses and addresses such questions as how individuals and societies decide what to produce, how to produce, and how to distribute the output. Economists study these important problems by combining theoretical models and data analysis. The great human interest of the subject, together with the rigor of its analysis, gives the study of economics its stimulating quality.

**Major Requirements.** An economics major requires 43 semester hours: Issues in Macroeconomics (ECO 102) and Issues in Microeconomics (ECO 104). Required for the major are nine hours in mathematics: Calculus (MAT 205 and 206) and Statistical Methods (MAT 220); six hours in 200-level intermediate courses: Macroeconomic Theory (ECO 202), Microeconomic Theory (ECO 204); nine hours in 200-level courses: Principles of Finance (ECO 205), Economic Thought (ECO 206); and Women and Development (ECO 210); nine hours in 300-level seminars - choose from Money & Banking (ECO 300), International Trade (ECO 302), Environmental Economics (ECO 325) Econometrics (ECO 330), International Organizations (POL 342), Politics of the Developing World (POL 335), Political Thought (POL 300); and, four hours in the integrative and senior seminar courses (ECO 475 and ECO 490).

Majors are encouraged to undertake independent study and research projects under faculty supervision (ECO 451) in their junior and senior years. Students considering a major in economics are urged to consult faculty members in the department as early as possible.

Students typically begin their study of economics with Issues in Macroeconomics (ECO 102) and Issues in Microeconomics (ECO 104). These courses are the prerequisites for the required intermediate courses.

The objective of the core courses is to examine intensively the theoretical tools used in professional economic research. One or more of the core courses is required for each 300-level course in the department. At the intermediate level, a student can choose among a wide array of courses that apply economic theory to particular areas, drawing and building on the concepts and analytical tools developed in the introductory courses. Most 300-level courses are applied courses as well, but the level of analytical sophistication is higher, and students are expected to write substantial analytical research papers. The applied areas offered in the department cover a wide range of subjects, including economic development,

international economics, economic history, history of economic thought, labor economics, econometrics and money and banking.

Four student learning outcomes for the required courses in the economics major have been identified:

- I. understanding the fundamental concepts of microeconomics and macroeconomics and the role quantitative analysis plays in economic research;
- II. understanding the development of economic thought and the role of women in economic development ;
- III. developing knowledge in areas of specialized economic studies; and
- IV. integrating knowledge previously gained and developing experience in application of knowledge, research, and critical thinking.

The requirements for the economics major and the learning objectives that each fulfills are as follows:

I. Understanding the fundamental concepts of microeconomics and macroeconomics and the role quantitative analysis plays in economic research:

- ECO 102 Issues in Macroeconomics 3 hours
- ECO 104 Issues in Microeconomics 3 hours
- ECO 202 Intermediate Macroeconomics 3 hours
- ECO 204 Intermediate Microeconomics 3 hours
- MAT 205 Calculus I 3 hours
- MAT 206 Calculus II 3 hours
- MAT 220 Statistical Methods 3 hours

II. Understanding the development of economic thought and the role of women in economic development:

- ECO 205 Principles of Finance 3 hours
- ECO 206 History of Economic Thought 3 hours
- ECO 210 Women and Economic Development 3 hours

III. Developing knowledge in areas of specialized economic studies (choose 9 hours):

- ECO 300 Money and Banking 3 hours
- ECO 302 International Trade 3 hours
- ECO 325 Environmental Economics 3 hours
- ECO 330 Econometrics 3 hours
- POL 300 Foundations of Political Thought 3 hours
- POL 335 Politics of the Developing World 3 hours
- POL 342 International Organizations 3 hours

IV. Integrating knowledge previously gained and developing experience in application of knowledge, research, and critical thinking:

- ECO 475 Portfolio Seminar 1 hour
- ECO 490 Senior Seminar 3 hours

### **Total hours in major: 43**

**Integrative Experience:** The student learning outcome of enhancing a student's capacity for integrative thinking is met in the economics major with the requirement of ECO 475 Portfolio Seminar. This course provides a forum for economics majors to discuss, analyze, and critique and prepare a senior portfolio documenting their integrative experience. The student will reflect upon the interdisciplinary nature of her courses of study including the general education experiences and their relationship to her economics major. This course includes the formal presentation of a portfolio documenting these experiences

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. The student learning outcome of developing an understanding of how a liberal arts education enhances a student's preparation for careers and further professional growth is met in the economics major with ECO 475 Portfolio Seminar. Students are encouraged to participate in internships in the areas of economics and finance, as well as working with economics faculty on academic projects. Students interested in graduate study in law or

business have numerous internship opportunities with local law firms and a wide variety of businesses. For those students who wish to work before attending graduate school it is not uncommon for an internship to lead to a job offer. Some of the sponsors who welcome Wesleyan interns in economics include Bank of America; Merrill-Lynch; Sun Trust Bank; BB&T Bank; Capital City Bank; McNair, McLemore, Middlebrooks, CPAs; and Greater Macon Chamber of Commerce.

**Minor Requirements: Economics.** A minor in economics consists of a minimum of 18 hours distributed as follows:

ECO 102 Issues in Macroeconomics 3 hours  
ECO 104 Issues in Microeconomics 3 hours  
Four additional ECO courses 12 hours  
*ECO 202, 204, and 205 require certain mathematics courses as prerequisites.*

**Minor Requirements: Finance.** A minor in finance consists of a minimum of 18 hours distributed as follows:

ACC 201 Financial Accounting: Concepts and Applications 3 hours  
ECO 102 Issues in Macroeconomics  
**or**  
ECO 104 Issues in Microeconomics 3 hours  
ECO 205 Principles of Finance 3 hours  
MAT 220 Statistical Methods 3 hours  
Choose 6 hours from the following  
BUS 320 Investment Analysis 3 hours  
ECO 300 Money and Banking 3 hours  
ECO 330 Econometrics 3 hours

**Postgraduate Opportunities.** The economics degree prepares students for a wide variety of careers. Most graduates go directly into a Masters or Ph.D. program in finance, economic development, or public policy. Recent graduates are attending graduate school at Johns Hopkins, Carnegie Mellon, Vanderbilt, Ohio State University, and Boston College School of Law. Following graduate school, our economics majors work in global companies such as IBM, as well as nonprofit organizations such as UNESCAP.

### Economic (ECO) Gen. Ed. Course Descriptions

#### **206: Economic Thought.**

**Goal:** To familiarize students with the historical and philosophical foundations of economic thought.

**Content:** Students will study ethical and logistical roots of economic thought and their impact on the economic theory developed by Smith, Ricardo, Mill, Marx, Hayek and Keynes. The course will also explore the various concepts of freedom, and the extent to which capitalist and socialist economies satisfy these definitions of freedom.

**Taught:** Fall, Spring.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena; (PS).

**Credit:** 3 hours.

#### **210: Women and Economic Development.**

**Goal:** To study the impact of economic change on women by analyzing how age, sex and race hierarchies modify changes in women's roles in different societies of Asia, Africa and Latin America.

**Content:** This course will focus on the effects of economic growth on the socioeconomic status of women. Most importantly, students will study the means by which patriarchy has persisted in various parts of Africa, Asia and Latin America by redefining itself, even as economies have modernized.

**Taught:** Fall, Spring.

**Gen. Ed. Category:** Expanding; Women's Experiences; (PS).

**Credit:** 3 hours; cross-listed as WST 210.

### Economics (ECO) Other Course Descriptions

#### **102: Issues in Macroeconomics.**

**Goal:** To acquaint students with the structural framework and principles involved in the determination of the level of aggregate economic activity: national income, output, employment, and price levels.

**Content:** Functioning of the economy from the national policy perspective through the study of national income and output, interest rates, money supply, price level, federal budget deficits, and international trade deficits.

**Taught:** Fall, Spring.

**Prerequisite:** MAT 130 or higher.

**Credit:** 3 hours.

#### **104: Issues in Microeconomics.**

**Goal:** To acquaint students with theory relating to decision-making by consumers and firms in product markets.

**Content:** Study of choice in the face of scarce resources; the analysis of the consumer trying to maximize satisfaction and of the firm trying to maximize profits under varying market structures.

**Taught:** Fall, Spring. Prerequisite: MAT 130 or higher.

**Credit:** 3 hours.

#### **202: Intermediate Macroeconomic Theory.**

**Goal:** To examine the economy-wide consequences of the choices we make, individually and collectively. A defining feature of

macroeconomic events is interaction and interdependence, reflecting the linkages among decision-makers and among various segments of the economy that extend even to events and policies taking place in distant parts of the world.

**Content:** This course is a continuation of the study of the structural framework and principles involved in the determination of the level of aggregate economic activity. Primary emphasis is placed upon the development of models which explain the behavior of national income, output, employment, price levels and interest rates.

**Taught:** Spring.

**Prerequisite:** ECO 102, 104, and MAT 205.

**Credit:** 3 hours.

#### **204: Intermediate Microeconomic Theory.**

**Goal:** To explore in greater detail the incentives which determine individual and firm behavior. We will do this by practicing the application of the microeconomic way of thinking. Introductory courses rely primarily on intuition and logic as the basis for theory; Intermediate courses develop theory from a more mathematical perspective.

**Content:** This course is a continuation of the study of the nature of decision making in markets. Primary emphasis is placed upon the development of models which explain the behavior of consumers and producers, the importance of market structures, and the appropriate role of the government.

**Taught:** Fall.

**Prerequisite:** ECO 102, 104, and MAT 205.

**Credit:** 3 hours.

#### **205: Principles of Finance.**

**Goal:** To acquaint students with the principles and institutions of financial and capital markets, and with the financial operations of a business firm.

**Content:** Study of basic financial principles with an emphasis on interest rate determination in competitive market economies, the capital asset pricing model and operation of securities markets.

**Taught:** Fall, Spring, Summer.

**Prerequisite:** ACC 201, ECO 102 or 104, MAT 220, and BUS 128.

**Credit:** 3 hours; cross-listed as ACC 205.

#### **300: Money and Banking.**

**Goal:** To analyze and understand the rapidly changing financial market, emphasizing the role of money and banking institutions in the economic system.

**Content:** Analyzes money in the economic organization, monetary theory, methods of stabilizing the price level, theories of bank deposits, discount policy, and the regulation of credit by central banks and the interest rates.

**Taught:** Spring.

**Prerequisite:** ECO 102 and 104.

**Credit:** 3 hours.

#### **302: International Trade.**

**Goal:** To study the theory of international trade with special emphasis on the gains from trade, the terms of trade, the balance of payments, foreign exchange rates, and international monetary systems.

**Content:** Examination of international economics from the standpoint of theory, with a special emphasis on several current topics: the growing economic strength of the Pacific Rim, Europe, and the rapidly changing economics of Eastern Europe and the former Soviet Union.

**Taught:** Offered alternate years, Spring 2018.

**Prerequisite:** ECO 102 and 104.

**Credit:** 3 hours.

**325: Environmental Economics.**

**Goal:** To analyze the causes of environmental degradation and the role that markets can play in both causing and solving pollution problems.

**Content:** Examination of pricing incentives versus direct control approaches to regulating water pollution, air pollution, atmospheric change, and acid rain and the disposal of solid and hazardous wastes.

**Taught:** Spring. Alternate years.

**Prerequisite:** ECO 104.

**Credit:** 3 hours.

**330: Econometrics.**

**Goal:** This course provides an introduction to methods of quantitative analysis of economic data.

**Content:** This course reviews basic statistical methods and probability distributions. Topics include data management using professional statistical software applications, multiple regression analysis, hypothesis testing under conditions of multicollinearity, heteroscedasticity, and serial correlation.

**Taught:** Spring. Alternate years.

**Prerequisite:** ECO 102, ECO 104, and MAT 220.

**Credit:** 3 hours.

**396: Special Topics in Economics.**

**Goal:** To provide an opportunity for exploration of a topic not offered as part of the curriculum.

**Content:** Examination of special topics, problems, or issues in economics that seem particularly relevant to student needs and interests.

**Taught:** Offered occasionally.

**Prerequisite:** Dependent on topic.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**451: Directed Independent Study.**

**Goal:** To provide the student with the opportunity for independent study, under careful supervision, of significant topics in economics selected in consultation with the instructor.

**Content:** Varies.

**Taught:** Fall, Spring.

**Prerequisite:** Permission of the program director.

**Credit:** 1-9 hours.

**452/199: Field Study.**

**Goal:** To provide the student with intensive, specialized work experience in the area of economics.

**Content:** Observation and participation in the work of economics professionals.

**Taught:** Fall, Spring, and Summer.

**Prerequisite:** Adequate course work for the placement selected and permission of the faculty advisor; approval of the Director of Career Development.

**Credit:** 1-12 hours.

**475: Portfolio Seminar.**

**Goal:** To provide a forum for economics majors in which students discuss analyze, critique and prepare a senior portfolio documenting their integrative experience.

**Content:** Students will reflect upon the interdisciplinary nature of their courses of study including the general education experiences and their relationship to their major. This course includes the formal presentation of a portfolio documenting these experiences.

**Taught:** Fall and Spring.

**Prerequisite:** Junior or senior standing.

**Credit:** 1 hour; cross-listed at BUS 475.

**490: Senior Seminar.**

**Goal:** To encourage senior Economics majors to apply their accumulated knowledge to critical analysis of selected issues and problems in economics.

**Content:** Topics vary depending on interests of the students comprising the course each year.

**Taught:** Spring.

**Prerequisite:** Senior standing.

**Credit:** 3 hours

**499: Honors Thesis.** (Fee required)

# Education



**The Conceptual Framework.** The Wesleyan College Teacher Education Preparation Program's Conceptual Framework articulates the unit's vision of a diverse and multicultural global society, in which students must be able to confront the challenges of an ever changing, demanding, and information-rich technological world. Furthermore, the Conceptual Framework guides the curriculum for the department's mission of educating exemplary teachers, who are committed to the highest levels of teaching and student learning, intellectual growth, and the continued development of their expertise. These exemplary teachers internalize the ideals of a liberal arts education, demonstrate professional knowledge in the classroom, and demonstrate a deep understanding of the intricacies and ramifications of evaluation.

This unit's theme is "Educating Exemplary Teachers." The three foundational elements of liberal arts education, professional knowledge, and evaluation are integral to the development and sustainment of exemplary teachers.

These three elements are demonstrated by proficiencies that represent the crucial knowledge, skills, and dispositions of exemplary teachers. The proficiencies operationalize the three elements. These proficiencies are on a developmental continuum beginning with emerging status when the candidates start their field experiences and concluding with exemplary status when they complete their student teaching. The knowledge (K), skills (S), and dispositions (D) reflecting the expected proficiencies at the initial and advanced levels are shown below:

**I. Liberal Arts Education .** It is the experience of the Teacher Education Program that all teachers who possess the critical and intellectual skills that a liberal arts education affords have much to offer the teaching profession. This is because a liberal arts education first and foremost educates one for life. The liberal arts education provided at Wesleyan produces teachers who have a broad-base of knowledge, and they are self-directed, confident, diligent, and reflective about what they do.

## **Liberal Arts Education (Proficiencies):**

- I-1a. The candidate possesses knowledge in fine arts, science, mathematics, social studies, and humanities. (K)
- I-1b. The candidate applies content knowledge across the curriculum by making curricular decisions based on best practices (e.g., critical thinking, problem-solving, innovation) and students' learning needs. (S)
- I-1c. The candidate values intellectual independence (critical thinking, problem-solving, innovation) across the curriculum for all students. (D)
- I-2a. The candidate understands the implications of constructivism in the classroom as it pertains to the students' creating their own meaning and their need to interact in a positive learning community. (K)
- I-2b. The candidate creates a positive learning community that bolsters the tenets of constructivism by encouraging student interaction and participation in purposeful activities. (S)
- I-2c. The candidate believes that a positive constructivist learning community plays a critical role in student active engagement, freedom to think divergently, attitude toward learning, and participation in learning activities. (D)

**II. Professional Knowledge .** "A person cannot teach what he or she does not know" (Danielson, 1996, p. 62). The National Board for Professional Teaching Standards (NBPTS) contends that "accomplished teachers have a rich understanding of the subjects they teach and appreciate how knowledge in their subject is created, organized, linked to each other disciplines and applied to real-world settings" (p. 3). Wesleyan College's candidates are those who attain a high degree of competence in the knowledge and skills necessary to lead a classroom of students.

In addition to professional knowledge, exemplary teachers must possess interpersonal knowledge (i.e., human interactions and caring relationships). While Wesleyan College's candidates recognize the importance of professional knowledge, they recognize the preeminence of human relationships in teaching. Exemplary teachers must possess interpersonal knowledge (i.e., human interactions and caring relationships).

Wesleyan's professors make the connection between the academic subjects and caring. The professors in the teacher education program and other departments at Wesleyan strive to impart this sense of caring in all the classes by requiring candidates to participate in service initiatives. Their choices of service projects often include the students with whom they work. The candidates learn about other cultures and the plight of various people as they study history and sociology. The candidates begin to inculcate this sense of caring in some of their methods courses as they observe in special education

classrooms and complete case studies. By the time the candidates graduate, their commitment to service is established in their psyche and they understand that service to their community is an exemplar of caring. They have an understanding that a caring disposition is important in building positive relationships with their students and impacting students' academic achievement.

A critical facet of caring is appreciating diversity. In Wesleyan's teacher education program, diversity is used in its broadest sense, including not only race, ethnicity, sexual preference and gender, but also cognitive and developmental differences. "Difference" is the operative word since many exceptionailities can be viewed largely as a matter of differences, rather than deficits.

### **Professional Knowledge (Proficiencies)**

- II-3a. The candidate understands best practices, various learning theories, subject matter, curriculum development, and learner development necessary to make informed decisions about curriculum and instructional strategies. (K)
- II-3b. The candidate develops lesson plans and units that demonstrate the use of a variety of instructional methods, resources, and technology based on knowledge of learner development. (S)
- II-3c. The candidate appreciates the impact of learner development (physical, social, emotional, and cognitive) on instructional decisions. (D)
- II-4a. The candidate understands the broad range of diversity (race, ethnicity, gender, sexual orientation, cognitive, skills, talents, interests, background, developmental). (K)
- II-4b. The candidate structures the classroom and curriculum to meet the learning needs of diverse learners. (S)
- II-4c. The candidate appreciates and shows respect for diversity by acknowledging the flexibility and fluidity of curricular decisions based on students' diverse learning needs. (D)
- II-5a. The candidate understands how to create a viable classroom management plan. (K)
- II-5b. The candidate creates a positive classroom environment by implementing an effective classroom management plan. (S)
- II-5c. The candidate realizes the impact of a positive classroom environment in fostering a climate of teaching and learning. (D)
- II-6a. The candidate understands effective methods of building and nurturing interpersonal relationships in the classroom. (K)
- II-6b. The candidate builds effective interpersonal relationships in the classroom. (S)
- II-6c. The candidate believes that building caring relationships with students is critical to a lifetime of learning. (D)

**III. Evaluation (Self and P-12 Student).** Reflecting as an active process requires teachers to examine their past and present practices and use the analyses of these practices to make decisions about future practices. The real reason effective teachers monitor and reflect on their teaching is to become better teachers, thereby making a positive difference in their students' lives (Stronge, 2002).

Wesleyan's candidates understand that exemplary teachers must carefully choose multiple ways in which they assess their students, whether the assessment is for a grade or for diagnostic reasons. Wesleyan's constructivist-based principles compel candidates to learn to use forms of assessment that are authentic and measure the depth and breadth of learning. They also learn about standardized tests and the purposes of these tests in the learning process.

### **Evaluation (Proficiencies)**

- III-7a. The candidate understands various types of student assessments. (K)
- III-7b. The candidate uses a variety of formal and informal assessments to inform instructional decisions
- III-7c. The candidate believes that it is necessary to use a variety of assessments in order to make prudent instructional decisions. (D)
- III-8a. The candidate knows a variety of self-assessment strategies for reflecting on his/her practices and the impact of these practices on student learning. (K)
- III-8b. The candidate refines and revises professional and/or pedagogical behaviors based on reflections. (S)
- III-8c. The candidate recognizes that reflections can provide the impetus for revising and refining professional and pedagogical practices. (D)

### **Sources:**

- Danielson, C. (1996). Enhancing professional practice: A framework for teaching. (1st ed.). Alexandria, VA: ASCD.
- Stronge, J. (2002). Qualities of effective teachers. Alexandria, VA: Association for Supervision and Curriculum Development.

**Teacher Education Program.** Wesleyan College's early childhood education program prepares women to teach in grades pre-kindergarten through 5. The following teacher education program is approved by the Georgia Professional Standards Commission with the numbers in parentheses representing the typical grade levels for which teacher certification can be obtained:

- Early Childhood Education (P-5)

Teacher Education at Wesleyan College is the responsibility of the College-wide Teacher Education Committee. This Committee's responsibilities include, but are not limited to, the approval or disapproval of all teaching field programs submitted by the departments, admission of students to teacher education programs, admission of students to student teaching, and recommendation of students for graduation.

**Teacher Certification.** Initial teacher certification may be obtained as a part of the student's regular four-year program. Course work is approved and designed to meet standards for certification in Georgia. In addition to a four-year degree from an approved college program, the Professional Standards Commission of the Georgia State Department of Education requires that applicants successfully complete Georgia Assessment for the Certification of Educators (GACE) Admission Assessment, an assessment of competency in reading, writing, and mathematics, and GACE Content Assessment, an assessment tool measuring content area knowledge. Completion of the EdTPA portfolio is also a requirement to obtain a teaching certificate.

**Post-Baccalaureate Status.** Those individuals interested in teacher certification who have already earned a bachelor's degree can complete certification requirements within approved programs at Wesleyan. They should consult with the appropriate faculty member in the Education Department.

**Teacher Candidate Preparation.** Candidates preparing to work in schools as teachers must demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to have a positive impact on student learning. Candidates demonstrate the acquisition of these proficiencies (content, pedagogical, and professional knowledge, skill, and dispositions) by progressing through three transition points: Admission to Teacher Education, Admission to Clinical Practice (Student Teaching), and Exiting from Clinical Practice (Student Teaching). They are required to complete an electronic portfolio at each transition point. In order to complete the required experiences and labs associated with this program, all students should have consistent and reliable access to transportation.

**Portfolios.** Portfolios, a collection of education artifacts, provide insight into the candidate's development and into the effectiveness of the education program. Candidates begin collecting artifacts for Portfolio I in the first education course (EDU 201-e.g., philosophy paper). As these artifacts are collected, they should be placed into the candidate's electronic portfolio. The candidate is expected to

- 1) submit Portfolio I to the education department as part of the requirements for admission to the program,
- 2) submit Portfolio II to the education department as part of the requirements for admission to student teaching, and
- 3) submit Portfolio III to the education department as part of the requirements for exiting student teaching and for graduation.

#### **I. Transition Point 1: Admission to Teacher Education**

Each student who desires certification in education must apply for admission to the Teacher Education Program. Application for admission to the Teacher Education Program may be made upon completion of EDU 201, EDU 290, EDS 114, and four general education courses as follows:

- 1) One Fine Arts
- 2) One Humanities, Social & Behavioral Sciences, or Professional Studies,
- 3) One Mathematics, and
- 4) One Laboratory Science

Courses must be completed with a grade of C or better. The following requirements must be met before a student may be considered for admission to the Teacher Education Program by the Teacher Education Committee:

#### **Completion of Portfolio I**

- Complete or exempt GACE Admissions Assessment
- 4 General Education Courses (See above.)

- Philosophy paper
- Diversity paper
- Code of Ethics Assessment (there is a \$30.00 fee associated with this)
- The following general elements:
  - a cumulative grade point average of 2.50 of all college work attempted;
  - unofficial college transcript(s) (Wesleyan and any transfer transcripts)
  - completion of the declaration of major form and its accompanying audit sheet;
  - successful completion (C or better) in EDU 201, EDU 290, and EDS 114;
  - completion of CPR (Cardio-Pulmonary Resuscitation) certification;
  - satisfactory completion of the GACE Admission Assessment which assesses competency in reading, writing, and mathematics; GACE Admission Assessment may be exempted by 1000 on SAT (verbal and math sections); or GRE 1030 (verbal and quantitative); or ACT 43 (English and mathematics combined)
  - successful completion of writing proficiency or WRI 101;
  - LEA and background check completed;
  - providing evidence of current membership in a professional organization;
  - signed Conceptual Framework (CF) Contract (no older than 6 months);
  - signed Ethics and Honor form (no older than 6 months);
  - signed physical demands of education form (no older than 6 months); and
  - the establishment of a MyPSC online account

Admission to the College does not constitute admission to the Teacher Education Program. Final acceptance is dependent upon approval by the Teacher Education Committee. After acceptance into the Teacher Education Program, a student must maintain a Wesleyan grade point average of 2.50 in order to continue taking education courses, in order to be admitted to student teaching, and in order to graduate with a major in early childhood education. Students must earn a grade of C or better in all professional education courses and teaching field courses. Candidates must take the following courses before being admitted into the Teacher Education Program: EDS 114, EDU 201, 290. Any student who is not enrolled at Wesleyan College for more than two semesters after acceptance into the Teacher Education Program must reapply to the program.

## **II. Transition Point 2: Admission to Clinical Practice (Student Teaching)**

### **Completion of Portfolio II:**

In order to be approved for clinical practice (student teaching), the student must have a cumulative Wesleyan grade point average of 2.50 or greater. A grade of C or better must have been attained in all teaching field courses and professional education courses. A candidate who makes a D or F in any coursework applicable to the major must repeat the course and make a C or higher.

- Four Field Experiences Observation Instrument (FEOI) forms (completed by the supervising professor)
- A new philosophy paper (demonstrating growth as candidate)
- An Ethics and Disposition Essay
- A Classroom Management Plan
- The following general elements:
  - current copy of CPR (Cardio-Pulmonary Resuscitation) certification
  - evidence of current membership in a professional education organization (e.g., Georgia 103 Association of Educators (GAE) or Professional Association of Georgia Educators (PAGE);
  - signed Ethics and Honor form (no older than 6 months)
  - signed Conceptual Framework (CF) Contract (no older than 6 months)
  - signed physical demands of education form (no older than 6 months)
  - unofficial Wesleyan transcript
  - Letter from the Teacher Education Committee (TEC) stating all contingencies have been met and/or admission into the EDU program is complete from Portfolio I.

A candidate should be approved for clinical practice (student teaching) no later than the first week of November for teaching in the spring semester, or the first week of April for teaching in the fall semester.

Note: There is a required fee of \$300.00 for all candidates enrolled in student teaching and a \$300.00 assessment fee for all candidates enrolled in EDU 420. Candidates should contact Business Office for fees associated with these courses. Admission to the education program does not constitute automatic admission to clinical practice (student teaching). Each is a separate procedure. Candidates should not have outside jobs during clinical practice (student teaching). Only classes

in the clinical practice (student teaching) block (EDU 420 and EDU 490) may be taken during the clinical practice (student teaching) semester. Any additional class must be approved by the Education Department before the start of the requested class.

### **III. Transition Point 3: Exit from Clinical Practice (Student Teaching)**

#### **Completion of Portfolio III:**

In order to exit clinical practice and pass EDU 490, a student must submit the following:

- Cumulative grade point average of 2.50 or higher in all major coursework taken at Wesleyan College, and a cumulative Wesleyan grade point average of 2.50 overall.
- Two Teacher Candidate Observation Instruments (TCOIs) and one Teacher Keys Evaluation Tool (completed by the supervising professor and/or supervising teachers)
- EdTPA Portfolio (completed in EDU 420 & 490)
- and the final State of Georgia Ethics assessment (there is a \$30.00 fee associated with this)

Note: Grades earned in transferred courses that are part of the major are not calculated in the minimum 2.50 grade point average that is required in the major for graduation.

### **IV. Transition Point 4: Exiting the Program**

**Professional collection of artifacts** . Approximately three weeks prior to graduation, a student should compile the following items in an electronic format that can be shared professionally with potential employers:

1. A professional resume
2. At least one professionally obtained letter of reference
3. All 8 INTASC standards artifacts and justifications

**\*\*\*While the GACE 001 & 002 content exams are NOT required to exit the program, we HIGHLY suggest that these be scheduled and taken prior to graduation as a candidate will not be certified to teach until she has passed them.\*\*\***

**\*\*\*Submission of the EdTPA portfolio is required and will be scored as Complete or Incomplete for the purposes of this program. Obtaining a Complete on the EdTPA does not guarantee a passing score once this has been submitted to be scored by Pearson.\*\*\***

### **Field Experiences and Labs**

Teacher Education is a field-centered educational experience built around goals of attaining certain specified competencies. Students are placed in classrooms in the surrounding school systems for field experiences and educational labs, providing experience and knowledge of the practical aspects of teaching. Field experiences or labs are required in all education courses and are of three types as described below:

#### **1. Observations and Field Experience Related to Course Work**

In the teaching field courses, the student is placed in classrooms for the purpose of observing teacher and student behavior, assisting the teacher, and assisting in instruction. Students are assigned a set number of observation hours they need to schedule with their assigned classroom teacher in order to obtain full credit for the field experience portion in each course. **In order to complete all required field experiences, all education students should have consistent and reliable access to transportation.**

#### **2. Professional Lab Courses**

In the professional lab courses, the student is placed in classrooms for the purpose of planning, teaching, and assessing a standards-based, content-specific instructional unit. Students are expected to attend the assigned location for the duration of the semester in order to obtain full credit in the lab course. **In order to complete all required lab courses, all education students should have consistent and reliable access to transportation.**

#### **3. Clinical Practice (Student Teaching)**

Clinical Practice (student teaching) is the culmination of professional field experience and professional lab course competencies during the candidate's senior year. Candidates learn and teach for at least 13 weeks in the classroom of a certified teacher who has been selected as being an excellent example of the teaching profession.

**Integration of Technology.** Pre-service teachers at Wesleyan College will use technology to gather information and apply appropriate multimedia tools as they develop and implement quality instruction. Interactive technology-based learning activities are integrated throughout the respective education courses. Students use hardware and software housed in the education classrooms to explore the computer-based educational resources and instructional techniques. Education facilities are networked to the Internet. In addition, education majors are provided opportunities to collaborate on the development, use, and application of instructional technology in the college classrooms and in their field-based classrooms.

**Course Requirements.** In addition to classroom experiences, the Teacher Education Program requires three types of academic work including general education, teaching field education, and professional education. The teaching field component includes those courses specifically geared to providing the knowledge, skills, and dispositions necessary to teach a specific age level or academic discipline in the schools. In order to receive state certification, a minimum grade of C is required in all courses applied to the teaching field and the professional education sequence. Professional education is provided through courses designed to aid the student in achieving certain competencies required by the education profession. It includes courses in the foundations of education, growth and development of children in an educational context, learning theory, methods courses, clinical practice (student teaching), and others. Clinical Practice (student teaching) must be completed in public school settings and is arranged by the counties' placement officials in conjunction with Wesleyan's field experiences coordinator. Wesleyan's Education faculties supervise students within the specific content course in which they are enrolled. Courses related to each major are described below.

**Integrative Experience.** Education students will fulfill the integrative experience through the course: EDR 390.

#### **EARLY CHILDHOOD EDUCATION (P-5)**

The Early Childhood Education (ECE) Program leading to the Bachelor of Arts degree is offered to students planning to teach in prekindergarten through grade five (P-5). The program is designed to give a broad background of general professional courses to assist in developing the understandings and competencies essential to effective teaching. The major consists of 85 semester hours of education (professional development) and related course work.

**I. ECE majors must complete all of the College's general education requirements for the bachelor of Arts degree, including the following 26 required general education courses and components for early childhood majors (26 hours):**

ENG 111 Analyzing Literature 3 hours  
HIS 130 The United States to 1877, 3 hours  
HIS 135 The United States Since 1877, 3 hours  
MAT 192 Mathematical Reasoning, 3 hours

*From the following biology courses, choose one*

BIO 110 Principles of Biology I: Biological Processes 4 hours  
or BIO 103 Human Biology 4 hours, or BIO 203 Research Methods in Biological Sciences 4 hours

*From the following physical sciences, choose one*

CHM 101 General Chemistry I, 4 hours  
or ESC 150 Principles of Environmental Science, 4 hours  
or PHY 106 Astronomy, 4 hours

*Additional genera education courses*

EDU 207 Dynamics of Children's Literature, 3 hours  
EDS 114 Understanding Learning, 3 hours (this MUST be taken prior to being admitted into the ECE program)

**II. Required professional development course work (28 hours):**

EDU 290 Exceptionalities in Children and Adolescents, 3 hours  
EDU 201 Foundations of Education, 3 hours

Should be taken prior to being admitted into the ECE program.

*Students must take the following courses but do not have to be formally admitted into the teacher education program to be eligible: (22 hours):*

- ART 361 Elementary Arts: Curricula and Methods, 3 hours (only offered in the odd numbered spring semesters)
- HPE 412 Professional Prep. for Elementary School Health & Physical Education, 3 hours
- MUS 278 Teaching Children Through Music, 3 hours (only offered in the even numbered spring semesters)
- EDU 245 Child Development and Learning, 3 hours
- EDU 255 Technology in Education, 3 hours
- EDR 300 Teaching Reading and Writing in the ECE Classroom, 3 hours
- EDR 300 Lab, 1 hour
- EDU 402 Classroom Management, 3 hours

**III. Major Courses (31 hours):**

*The following courses cannot be taken until the candidate has been fully admitted into the ECE program (19 hours):*

- EDR 340 Reading Assessment and Instruction in the ECE Classroom, 3 hours
- EDR 390 Comprehensive Literacy in the ECE Classroom, 3 hours
- EDR 390 Lab, 1 hour
- EDU 308 Teaching Mathematics in the ECE Classroom, 3 hours
- EDU 308 Lab, 1 hour
- EDU 370 Social Studies in the ECE Classroom, 3 hours
- EDU 370 Lab, 1 hour
- EDU 380 Science Methods and Materials in the ECE Classroom, 3 hours
- EDU 380 Lab, 1 hour

*Students must take the following courses during the semester in which they accomplish their student teaching requirement: (12 hours):*

- EDU 420 Professionalism and Curriculum Development, 3 hours
- EDU 490 Student Teaching, 9 hours

**Minor in Reading**

A minor in reading prepares students to teach reading and writing at the early childhood level. In addition to learning the process of teaching reading, the student will learn the writing process and understand the relationship that exists between reading and writing. Students learn to assess reading and writing and use the assessment results to inform instruction. Furthermore, courses in the reading minor allow the student to examine and use children's literature as mentor texts for reaching reading and writing strategies in the context of the reading and writing workshops. Finally, candidates will learn to teach reading strategies in the content areas of science, social studies, and mathematics.

**Goals of the minor in reading:**

1. To provide the student with a deep knowledge of literacy development (listening, speaking, reading, writing, and viewing)
2. To provide the student with a deep knowledge of reading and writing pedagogy.
3. To prepare the student to teach reading and writing in the early childhood classroom.
4. To prepare the student to earn a reading endorsement by taking the GACE content in reading after earning a clear renewable teaching certificate.
5. To prepare the student for graduate study in reading.

*The following courses are required for the reading minor: (17 hours)*

- ENG 111 Analyzing Literature (3)
- EDR 300 Teaching Reading and Writing in the ECE Classroom (3)
- EDR 300 Lab (1)
- EDR 340 Reading Assessment and Instruction in the ECE Classroom (3)
- EDR 390 Comprehensive Literacy in the ECE Classroom (3)
- EDR 390 Lab (1)
- EDU 207 Dynamics of Children's Literature (3)

*Note: the reading minor candidate is urged to take at least one of the following courses as an elective:*

- ENG 161 Creative Writing (3)
- HUM 260 Women's World Literature (3)

## **Minor in Educational Studies**

The Educational Studies minor is designed for the student who has a general interest in the K12 classroom at the Early Childhood, Middle Grades, or Secondary level. EDS minors are not required to be admitted to the Education Program in order to take upper level required courses. The minor does not lead directly to state certification, though it does prepare graduates to enter post-baccalaureate, alternative certification programs such as Georgia TAPP, offered by Regional Educational Service Agencies (RESA) throughout the state or an MAT (Masters of Arts in Teaching initial certification) program.

### **Minor Requirements (Early Childhood)**

#### *I. Foundation Courses (15 semester hours)*

- EDS 114 Understanding Learning (3 hours)
- EDU 201 Foundations of Education (3 hours)
- EDU 290 The Exceptional Child (3 hours)
- EDU 255 Technology in Education (3 hours)
- EDU 245 Development and Learning (3 hours)

#### *II. Methods (7 hours)*

- EDR 300 Teaching Reading and Writing in the ECE Classroom.(3 hours)
- EDR 300 Lab (1 hour)
- EDU 402 Classroom Management (3 hours)

#### *III. Field (1 hour)*

- EDU 452 Field Experience

**Total: 23 hours**

*Note: ECE track students are strongly encouraged to take courses from the following list, as their schedule allows.*

- EDU 207 Dynamics of Children's Literature
- EDU 308 Teaching Math in the ECE Classroom
- EDU 370 Social Studies in the ECE Classroom
- EDU 370 Lab
- EDU 380 Science Methods and Materials in the ECE Classroom
- EDU 380 Lab
- EDR 390 Comprehensive Literacy in the ECE Classroom
- EDR 390 Lab
- EDS 313 Children, Nature and Society

### **Minor Requirements (Middle Grades and Secondary)**

#### *I. Foundation Courses (15 semester hours)*

- EDS 114 Understanding Learning (3 hours)
- EDU 201 Foundations of Education (3 hours)
- EDU 290 The Exceptional Child (3 hours)
- EDU 255 Technology in Education (3 hours)
- PSY 331 Child Psychology or EDU 245 Development and Learning (3 hours)

#### *II. Elective Courses (Choose one course. Foundation courses must be successfully completed before students can take their elective course) (3; 4 hours if lab component is required)*

- EDS 301 The Playful Learner: Examining Play in Cultures, Society, History, and Marketing
- EDS 313 Children, Nature and Society
- EDU 207 Dynamics of Children's Literature
- EDR 300 Teaching Reading and Writing in the ECE classroom.
- EDR 300 Lab
- EDU 308 Teaching Mathematics in the Early Childhood Classroom
- EDU 308 Lab
- EDU 370 Social Studies in the Early Childhood Classroom
- EDU 370 Lab
- EDU 380 Science Methods and Materials in the ECE Classroom
- EDU 380 Lab

*III. (Required. May be taken at the same time as elective course). (3 hours)*  
EDU 402 Classroom Management

*IV. Final course (1 hour)*  
EDU 452 Field Experience.

**Total 22 hours.**

***Note: Students are responsible for their own transportation associated with field experiences in all EDU courses.***

**Education (EDU) General Education Course Descriptions**

**207: Dynamics of Children's Literature.**

**Goal:** To examine and apply a high level of analysis to various genres of literature, ranging from folklore to contemporary realistic fiction and nonfiction. Pieces of children's literature will be used as mentor texts to study published authors' craft and style, stir the imagination, inspire the students to explore their personal writing potential, and use literature as the impetus for creating original writing. The ultimate goal of this course is to acquaint the students with the vast array of children's literature, use it as model for writing, and recognize its enduring and broad impact on their progress as writers.  
**Content:** This course examines numerous genres of children's literature as they relate to various content areas and to the craft of writing. The following topics will be addressed: Using children's literature to discuss selected content areas; using literature to introduce and support the writing process in the writer's workshop structure; appreciating the various dimensions of children's literature as mentor texts; exploring the artwork in children's literature and its relationship to the written text; using literature as a model for writing.

**Field Experience Hours:** 0.

**Taught:** Spring.

**Prerequisites:** WIS 101 or ENG 101 and satisfactory completion of College writing proficiency requirement.

**Gen. Ed. Category:** Developing; Writing Competency, (PS)

**Credit:** 3 hours.

**Other EDU Course Descriptions:**

**201: Foundations of Education.**

**Goal:** To begin a continuing investigation of the nature of education.

**Content:** Philosophical, historical, political and social issues including multicultural aspects, women and education, special needs of children, and future technological advances in education.

**Field Experience Hours:** 15.

**Taught:** Spring.

**Credit:** 3 hours.

**245: Child Development and Learning.**

**Goal:** To study the early childhood learner and gain an understanding of appropriate curricula and specific skills necessary to teach young children

**Content:** Characteristics, needs, stages of physical, emotional, intellectual, and social development of young children. Emphasis on observing learning environments and creating learning experiences appropriate to developmental characteristics. Focus on the levels of learning and making developmentally appropriate instructional choices.

**Field Experience Hours:** 20.

**Taught:** Spring.

**Credit:** 3 hours.

**255: Technology in Education.**

**Goal:** To gain knowledge and skills necessary to integrate technology with the content and pedagogy in the education methods courses.

**Content:** The content, concepts, and applications of a variety of educational software and tools, as well as, the special issues pertaining to the management and maintenance of these materials will be explored. Candidates will become familiar with the National Educational Technology Standards and the Georgia State Technology Requirements. In addition, the candidates will plan, teach and assess a series of four technology-connected lessons in their field experiences.

**Field Experience Hours:** 15.

**Taught:** Fall.

**Credit:** 3 hours.

**290: Exceptionalities in Children and Adolescents.**

**Goal:** To understand exceptionalities and mainstreaming exceptional children into the regular classroom.

**Content:** An examination of the problems of children with evidence of mental, physical, emotional, and educational difficulties in the classroom. Emphasis is given to finding and implementing specific adaptive teaching techniques in the regular K-5 classroom. Legal aspects related to P.L. 94-142, teacher and parent participation, assessment, placement and facilities.

**Field Experience Hours:** 15.

**Taught:** Fall.

**Credit:** 3 hours.

**308: Teaching Mathematics in the Early Childhood Classroom.**

**Goal:** To gain knowledge and skills necessary to foster the development of mathematical content and processes, and positive attitudes in early childhood students.

**Content:** The content, concepts, and skills of the early childhood mathematics curriculum and the special methods of teaching the material. Materials appropriate to teaching mathematics are explored including manipulatives, computer materials, textbooks, and teacher-made materials. Students become familiar with National Council of Teachers of Mathematics (NCTM) Standards. The candidate will implement meaningful integrative experiences and curricula in mathematics that are appropriate for the early childhood learner.

**Prerequisites:** Admission to the Teacher Education Program.

**Taught:** Spring.

**Credit:** 3 hours.

**308 Lab: Teaching Mathematics in the Early Childhood Classroom Lab.**

**Goal:** To experience planning, teaching, and assessing mathematical content in an elementary classroom setting.

**Content:** The candidate will observe, plan, teach, and assess mathematically focused lessons in an elementary classroom setting under the supervision of a cooperating teacher in the public schools.

**Co-requisite:** EDU 308.

**Taught:** Spring.

**Credit:** 1 hour.

**370: Social Studies in the Early Childhood Classroom.**

**Goal:** To facilitate understanding and appreciation of inquiry methods of social studies instruction in the context of classroom learning community.

**Content:** History, geography, economics and citizenship are all examined through the lenses of social education, discovery learning, storytelling as pedagogical method, and expanding horizons perspectives.

**Prerequisite:** Admission to the Teacher Education Program.

**Taught:** Spring.

**Credit:** 3 hours.

**370 Lab: Social Studies in the Early Childhood Classroom Lab.**

**Goal:** To experience planning, teaching, and assessing social studies content in an elementary school setting.

**Content:** The candidate will observe, plan, teach, and assess social studies focused lessons in an elementary classroom setting under the supervision of a cooperating teacher in the public schools.

**Co-requisite:** EDU 370.

**Taught:** Spring.

**Credit:** 1 hour.

**380: Science Methods and Materials in the ECE Classroom.**

**Goal:** To facilitate an understanding of the scientific and inquiry methods in the context of the classroom learning community.

**Content:** This inquiry-based course will provide the pre-service teacher candidate (early childhood and middle grades science concentration) with the knowledge, skills, and practical experience necessary to develop a variety of science instructional techniques and strategies that are applicable to early childhood and middle grades students.

**Prerequisite:** Admission to the Teacher Education Program.

**Taught:** Fall.

**Credit:** 3 hours.

**380 Lab: Science Methods and Materials in the ECE Classroom Lab.**

**Goal:** To experience planning, teaching, and assessing science content in an elementary school setting.

**Content:** The candidate will observe, plan, teach, and assess science focused lessons in an elementary school setting under the supervision of a cooperating teacher in the public schools.

**Co-requisite:** EDU 380.

**Taught:** Fall.

**Credit:** 1 hour.

**396: Special Topics in Education.**

**Goal:** To conduct an in-depth study of a special topic in education.

**Content:** The topics covered will vary from time to time, and a student may take no more than two such courses within the department. Representative special topics include research in education, teaching in a culturally pluralistic society, women in education, informal education in American schools, and special education.

**Prerequisite:** Permission of the instructor, education department and the program director.

**Taught:** Offered occasionally.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**402: Classroom Management.**

**Goal:** To understand principles and implement practices of effective classroom management and discipline. To develop a personal philosophy of classroom management consistent with one's educational philosophy.

**Content:** An intensive study of various models, methods and philosophies of classroom management with emphasis on preventive strategies. Techniques for individual as well as group management including understanding students' needs. Comparison of assertive discipline, humanistic approaches, behavior modification, among others.

**Taught:** Fall.

**Credit:** 3 hours.

**\*There is a \$375.00 Field trip fee associated with this course.**

**420: Professionalism and Curriculum Development.**

**Goal:** The goal of this speech-intensive course is to provide the pre-service teacher with a broad understanding of the school as an institution and a business that serve the needs of both individuals and society. This goal will be accomplished by increasing the candidate's professionalism as she completes the requirements for certification and prepares to enter the teaching profession. An additional goal includes understanding the intricacies, purposes, and impact of curriculum development at the elementary school levels. This will be achieved through the study of curricular patterns of elementary schools and through the study and application of the curriculum development process.

**Content:** Professional conduct and dress, parent communication and legal issues, documentation in the classroom, group dynamics (large and small), resume; portfolio evaluation state assessment fee required in this course.

**Prerequisite:** Admission into Student Teaching.

**Taught:** Spring or Fall - during the student teaching semester.

**Credit:** 3 hours.

**451: Directed Independent Study.**

**Goal:** To conduct a detailed study in a particular area of interest in education.

**Content:** Varies.

**Prerequisite:** Open only to advanced students with permission of education department and program director.

**Taught:** Fall, Spring.

**Credit:** 1-6 hours.

**452/199: Field Study.**

**Goal:** To gain experience in an educational setting.

**Content:** Work, observation, analysis in an educational environment such as public or private schools, churches, children's organizations, etc. Students earn EdTPA 199 credit for participation in Wesleyan Volunteers for Literacy.

**Prerequisite:** Open only to advanced students with permission of education department and program director.

**Taught:** Fall, Spring, Summer.

**Credit:** 1-12 hours.

**490: Student Teaching.**

**Goal:** To demonstrate effective methods of teaching, classroom management, and professional teaching behaviors.

**Content:** A minimum of thirteen full weeks of teaching in public schools under the direction of a certified classroom teacher and a college supervisor.

**Prerequisites:** Admission to Teacher Education; completion of all methods courses; and admission to Student Teaching. Placement made by Education Department and school systems' field placement officials.

**Taught:** Fall, Spring.

**Credit:** 9 hours.

\**There is a \$300.00 Field Supervision fee associated with this course.*

### Education in Reading (EDR) Course Descriptions

#### **300: Teaching Reading and Writing in the EDR Classroom.**

(Required for education majors and educational studies minors)

**Goal:** To understand and reflect on the process of teaching reading and writing.

**Content:** This course is the first reading course in a three-course sequence. The course will help the candidates investigate various research-based approaches, techniques, and strategies for teaching students the five components of reading instruction: Phonemic Awareness, Phonics, Fluency, Vocabulary Development, and Comprehension. ECE 300 will address the foundational elements and theoretical bases of reading and writing instruction. In addition, the candidates will be introduced to reading and writing assessment techniques.

**Prerequisites:** EDU 201.

**Taught:** Fall.

**Credit:** 3 hours.

#### **300 Lab: Teaching Reading and Writing in the EDU Classroom Lab.**

**Goal:** To experience planning, teaching, and assessing reading and writing content in an elementary school setting.

**Content:** The candidate will observe, plan, teach, and assess reading and writing focused lessons in an elementary classroom setting under the supervision of a cooperating classroom teacher in the public schools.

**Co-requisite:** EDR 300.

**Taught:** Fall.

**Credit:** 1 hour.

#### **340: Reading Assessment and Instruction in the Early Childhood Classroom.**

**Goal:** To learn, interpret, and apply reading and writing assessment techniques.

**Content:** This course is designed to give the early childhood candidate the necessary tools for administering, scoring, and interpreting informal and formal reading assessments. In addition, this course will help the candidate learn to use the assessment results to make informed decisions about instructional strategies.

**Prerequisite:** EDR 300; Admission to the Teacher Education Program.

**Field Experience Hours:** 15

**Taught:** Spring.

**Credit:** 3 hours.

#### **390: Comprehensive Literacy in the EDR Classroom.**

**Goal:** To understand and learn ways to integrate language arts with content (science, social studies, and math) in the context of reader's and writer's workshops.

**Content:** This course explores the integration of the language arts (listening, speaking, writing, reading, and viewing) and content (mathematics, science, social studies) in the P-5 classrooms in the reader's and writer's workshops. The course will focus on essential literacy competencies identified by the National Reading Panel: Fluency, Word Identification, Vocabulary, and Writing.

**Prerequisites:** Admission to the Teacher Education Program; EDR 300; EDR 340.

**Taught:** Fall.

**Credit:** 3 hours; Senior Integrative Experience.

#### **390 Lab: Comprehensive Literacy in the EDR Classroom Lab.**

**Goal:** To experience planning, teaching, and assessing literary content in an elementary school setting.

**Content:** The candidate will observe, plan, teach, and assess literary focused lessons in an elementary classroom setting under the supervision of a cooperating teacher in the public schools.

**Taught:** Fall.

**Credit:** 1 hour.

## **Educational Studies (EDS) Gen. Ed. Course Descriptions**

### **114: Understanding Learning.**

**Goal:** Examination of learning theories, personally applied.

**Content:** Students will examine classical, historical, and contemporary theories of teaching, learning, and intelligence with the intent of gaining a better understanding of the nature and function of human learning, especially as applied to their own lives. Focus is on lifelong learning.

**Taught:** Fall.

**Gen. Ed. Category:** Exploring; Individuals and Communities, (PS) .

**Credit:** 3 hours.

### **301: The Playful Learner: Examining Play in Cultures, Society, History, and Marketing.**

**Goal:** Students will examine types of play, reasons for play, and lessons learned through play ultimately designing a play-based product to address a need for a targeted population.

**Content:** Play and its impact on learning, cultural rites and rituals, and society will be explored through observations, reading, listening, writing, and speaking. Targeting a population, trait, skill, or observed need will be the focus as participants ultimately offer new insights by utilizing the design thinking process to create a new product to meet a need and designing a marketing package to accompany the new creation.

**Prerequisites:** None.

**Taught:** Occasionally.

**Gen. Ed. Category:** Synthesizing.

**Credit:** 3 hours.

### **313: Children, Nature, and Society.**

**Goal:** Students will learn to think critically about the urbanization/industrialization of our landscape and the corresponding effects on humanity.

**Content:** This course focuses on the importance of wild places in the social, emotional, psychological and physical development of children. Students will explore the relationship between Nature, learning, and well-being.

**Prerequisites:** EDS 114; Students must provide their own transportation for field experiences.

**Taught:** Occasionally.

**Gen. Ed. Category:** Synthesizing.

**Credit:** 3 hours.

# English

The study of English offers students an opportunity to increase their rhetorical awareness and develop reading, writing, speaking, and analytic skills. These skills augment an individual's ability to communicate across cultures, develop a critical consciousness, understand our literary and cultural heritage, and succeed in professional fields. English offers courses in literature and writing. The literature program covers British, American, and world literature, and enables students to study literature from a variety of critical perspectives. Survey courses provide students a broad view, while seminars enable students to concentrate on writers, eras, or movements. Writing courses range from introductory level composition to professional writing and advanced argumentative and creative writing. Classes in English emphasize women's literature and gender studies, and give students the opportunity to reflect critically on themselves and others.

## Major Program

English offers a major that prepares students for graduate study and/or professional opportunities. The English major begins with sophomore-level surveys and a course on methodology (ENG 210); the major ends with the Senior Seminar (ENG 401). Students should complete the 200-level courses before taking 300-level courses (see Prerequisites).

This major requires 36 hours in English or humanities beyond WIS 101 or ENG 101 and ENG 111. In addition to the courses listed below, the major includes an integrative experience and a professional experience.

The student learning outcomes for the required courses in English are as follows:

- I. Articulating thoughts clearly and precisely, both orally and in writing;
- II. Demonstrating knowledge of a wide range of literature and competence in analyzing works of literature;
- III. Demonstrating rhetorical awareness by reflecting on one's own writing process;
- IV. Demonstrating the ability to think synthetically by making connections among concepts, ideas, and texts.

The goal(s) each course fulfills are listed parenthetically below.

## Major Requirements: English

ENG 210	Introduction to Literary Criticism (I, II)	3 hours
ENG 401	Senior Seminar (III, IV)	3 hours

### Required: 12 hours:

ENG 201	Survey of British Literature I (I, II)	3 hours
ENG 202	Survey of British Literature II (I, II)	3 hours
ENG 211	Survey of United States Literature I (I, II)	3 hours
ENG 212	Survey of United States Literature II (I, II)	3 hours

### Required: 15 hours from the following:

ENG 337	Seminar in American Literature (II, IV)	3 hours
ENG 338	Seminar in British Literature (II, IV)	3 hours
ENG 347	Seminar in World Literature (II, IV)	3 hours
ENG 356	Argumentative Writing (I, III)	3 hours
ENG 361	Advanced Creative Writing (I, III)	3 hours
ENG 396	Special Topics in English (II, IV)	3 hours

### Elective: 3 hours from the following:

HUM/WST 260	Women's World Literature (II)	3 hours
ENG 217	African-American Literature (II)	3 hours

ENG 235	Narratives of Nature (II)	3 hours
ENG 265	Professional Writing (I, III)	3 hours
ENG 205	Perspectives on World Literature (II)	3 hours

**Total hours in major: 36 hours**

(Note: ENG 337, 338, and 347 may be repeated once for a total of 6 hours credit in the English major. A student's transcript will indicate the focus of the seminar so as to distinguish the two classes.)

**Integrative Experience.** In the senior seminar (ENG 401), the English major -- in consultation with her instructor -- will select an interdisciplinary project that integrates her general education and elective courses, previous courses in the major, and where appropriate, work experience. This project will require the student to incorporate material from at least one academic discipline other than English. Each student will be responsible for selecting her own topic and determining the parameters of her project. Representative topics might include:

- Pre-Raphaelite poetry and art
- the influence of the Civil War on the American imagination (or any other significant social, historical or cultural event)
- representations of religion (Evangelicalism, Catholicism, Judaism, etc.)
- the legacy of the Harlem Renaissance
- the New Woman in fact and fiction
- Shakespeare in the twentieth century
- Darwinism and the 19<sup>th</sup>-century crisis of faith
- the political and economic contexts of 18<sup>th</sup>-century satire.

Projects may take several forms, including (but not limited to) a research paper, a website, a course syllabus, a conference presentation, or a portfolio. Each student will decide upon the most appropriate mode of presentation for her proposed topic.

**Professional Development.** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. Students who major in English will satisfy this component by providing their advisers with a two-page summary of one of the following experiences: an internship taken as ENG 452, a summer employment experience acceptable to the English Department, a volunteer work experience acceptable to the English Department, or another comparable work experience acceptable to the English Department. This summary will reflect upon how a liberal arts education enhances a student's preparation for careers and further professional growth.

**Minor Requirements: English with a Literature Emphasis.** The English Minor with a Literature Emphasis minor consists of 18 hours beyond ENG 111 distributed as follows:

**Required: 3 hours:**

ENG 210	Introduction to Literary Criticism	3 hours
---------	------------------------------------	---------

**Required: 9 hours from the following:**

ENG 201	Survey of British Literature I	3 hours
ENG 202	Survey of British Literature II	3 hours
ENG 211	Survey of United States Literature I	3 hours
ENG 212	Survey of United States Literature II	3 hours

**Required: 6 hours from the following:**

ENG 337	Seminar in American Literature	3 hours
ENG 338	Seminar in British Literature	3 hours

ENG 347	Seminar in World Literature	3 hours
ENG 396	Special Topics in English	3 hours
*ENG 356	Argumentative Writing	3 hours
*ENG 361	Advanced Creative Writing	3 hours

**Total hours in minor: 18 hours**

(\*If the student opts to take ENG 356 or 361 as one of her two courses, the other course must be a literature seminar.)

**Minor Requirements: English with a Writing Emphasis:** The English Department offers an English Minor with a Writing Emphasis that provides students with advanced instruction in writing. The writing minor enhances students' understanding of the theoretical, interdisciplinary, and professional aspects of writing. Courses in the minor will teach students about the various forms of writing they are likely to encounter, provide opportunities to experiment with their writing processes and reflect on those processes, and teach techniques for modifying their writing styles for different audiences and formats.

The English Minor with a Writing Emphasis offers three benefits:

1. Extended writing experience and knowledge;
2. Pre-professional training in writing;
3. Preparation for graduate or professional school.

The English Minor with a Writing Emphasis is open to and appropriate for students majoring in any field. The minor serves those students who wish to both study and practice writing, including those who plan to pursue careers as professional writers or editors as well as those whose academic and professional careers will demand advanced writing skills.

The minor with a writing emphasis consists of 18 hours distributed as follows:

**Required: 6 hours from the following:**

ENG 101	English Composition: Essays	3 hours
ENG 111	Analyzing Literature	3 hours
ENG 215	Digital Culture	3 hours
ENG 161	Creative Writing	3 hours

**Required: 3 hours from the following:**

ENG 201	Survey of British Literature I	3 hours
ENG 202	Survey of British Literature II	3 hours
ENG 211	Survey of United States Literature I	3 hours
ENG 212	Survey of United States Literature II	3 hours

**Required: 9 hours from the following, at least 6 of which must be at the 300 level:**

ENG 265	Professional Writing	3 hours
ENG 356	Argumentative Writing	3 hours
ENG 361	Advanced Creative Writing	3 hours
ENG 452	Field Study	1-3 hours
COM 310	Rhetorical Criticism	3 hours

**Total hours in minor: 18 hours**

**Resources for Non-Majors.** English courses are open to all students who satisfy the required prerequisites. English courses provide an excellent complement to nearly all majors because the study of literature and writing enables students to read, think, speak, and write well -- necessary skills in professional life. Studies show that graduate schools, law schools, medical schools, government agencies, and business and industry choose those who possess these skills and are able to use them effectively.

**Postgraduate Opportunities.** Students who major in English are trained to think critically and analytically and to write competently, so that they will be better prepared for graduate school or careers. Majors often go on to graduate study in English or related fields such as law, medicine, journalism, communication, or library science.

### **English (ENG) Gen. Ed. Course Descriptions**

#### **111: Analyzing Literature.**

**Goal:** Students will read, analyze, and discuss different genres of literature to think critically and strengthen their intellectual curiosity. They will organize and articulate their thoughts and contribute independent judgment to class discussion.

**Content:** Students will explore various literary genres (short story, poetry, drama) to strengthen their skills in close reading and literary analysis.

**Taught:** Fall and/or spring.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement.

**Gen. Ed. Category:** Developing; Writing Competency; (HUM).

**Credit:** 3 hours.

#### **161: Creative Writing.**

**Goal:** By reading and studying models of writing, emulating these models, and using them to inspire their own original work, students will develop their expertise in creative writing.

**Content:** Reading and writing short stories, poetry, and drama.

**Taught:** Alternate years.

**Prerequisite:** WIS 101 or ENG 101.

**Gen. Ed. Category:** Exploring; Thinking and Expressing Creatively; (HUM).

**Credit:** 3 hours.

#### **205: Perspectives on World Literature.**

**Goal:** Through close reading and discussion of literature from primarily non-Western cultures, students explore such topics as the legacy of colonialism in world literature, challenges of cross-cultural literary analysis, and strategies writers use to shape their identities or engender social change. Students will identify issues arising from increasingly complex global connections; analyze how components such as socio-economic status, ethnicity, race, and religion shape beliefs and behaviors; and communicate and interact effectively across cultures.

**Content:** Each semester this class selects a particular perspective from which to consider authors' use of creative writing to address issues in their lives and the lives of their communities. Such perspectives may include a particular geographical region, cultural phenomenon, or component of writers' identity (for example, African literature, globalization, or expatriated writers).

**Taught:** Alternate years.

**Prerequisites:** WIS 101 or ENG 101 and one Exploring general education course.

**Gen. Ed. Category:** Expanding; Diverse & Interdependent World; (HUM).

**Credit:** 3 hours; cross-listed as AST 205 (for Asian content only).

#### **215: Digital Culture.**

**Goal:** Students will analyze works of art, literature, film, video games, websites, and other modes of cultural production, in order to better understand their experience of the contemporary digital media landscape.

**Content:** Students will consider the significant social changes that have taken place since the rise of digital communications, including areas as diverse as copyright and ownership, artistic and literary production, privacy rights, corporate media control, fandom, and grassroots social movements. A history of writing technologies will help students to see the computer as one of many such historical shifts in human consciousness and social institutions.

**Taught:** Alternate years.

**Prerequisites:** WIS 101 or ENG 101 and one Expanding general education course.

**Gen. Ed. Category:** Synthesizing; (HUM).

**Credit:** 3 hours.

**217: Readings in African-American Literature.**

**Goal:** Students will read and respond, both orally and in writing, to works from the African-American literary tradition to enhance their abilities to analyze texts and to explore connections among texts, and between texts and the cultures that produced them.

**Content:** Works by African-Americans such as Frederick Douglass, Zora Neale Hurston, Malcolm X, Jean Toomer, Gwendolyn Brooks, Toni Morrison, and Tayari Jones.

**Taught:** Alternate years.

**Prerequisite:** WIS 101 or ENG 101.

**Gen. Ed. Category:** Developing; Speaking Competency; (HUM).

**Credit:** 3 hours.

**235: Narratives of Nature: American Literature and Environmental Studies.**

**Goal:** Readings will enable students to contextualize a history of environmental debates in the U.S. Students will develop and strengthen writing, discussion, and critical thinking skills.

**Content:** The imagined divide between nature and civilization has inspired both Manifest Destiny dreams and anxious apocalyptic nightmares throughout the history of American literature. This course will explore the role of the environment in the American literary imagination and may include not only fiction and poetry, but also science writing, nature journals, and ecocritical/eco-feminist philosophies. Texts will help students consider how tensions between nature and technological progress play a foundational role in American culture, yet selected readings will work to complicate pat concepts of a nature/culture divide.

**Taught:** Alternate years.

**Prerequisite:** WIS 101 or ENG 101; and satisfactory completion of College writing proficiency requirement.

**Gen. Ed. Category:** Developing; Writing Competency; (HUM).

**Credit:** 3 hours.

**265: Professional Writing.**

**Goal:** To introduce students to major components of professional communication such as audience analysis, ethics, collaboration, graphics, and design. To enable students to become proficient in writing professional documents such as e-mails, memos, resumes, websites, cover letters, and reports.

**Content:** Students will analyze the kinds of writing common in the workplace, understand the theories that inform professional communication, and practice strategies for successful professional writing.

**Taught:** Alternate years.

**Prerequisite:** WIS 101 or ENG 101; and satisfactory completion of College writing proficiency requirement.

**Gen. Ed. Category:** Developing; Writing Competency; (HUM).

**Credit:** 3 hours.

**English (ENG) Other Course Descriptions****101: English Composition: Essays.**

**Goal:** To introduce rhetorical principles that will enable students to produce clear, concise, and effective prose. Through attention to fundamentals of grammar, mechanics, usage, and style, to guide students in writing correct and organized short essays, including essay examinations.

**Content:** Reading and writing essays.

**Taught:** Annually.

**Prerequisite:** Satisfactory completion of College writing proficiency requirement.

**Credit:** 3 hours.

**201, 202: Survey of British Literature I, II.**

**Goal:** To introduce students to the general literary characteristics and to the principal authors of British literature.

**Content:** Survey of British literature: ENG 201, from its beginnings to the 19th century; ENG 202, from the 19th century to the present.

**Taught:** Alternate years.

**Prerequisites:** WIS 101 or ENG 101 and ENG 111.

**Credit:** 3; 3 hours.

**210: Introduction to Literary Criticism.**

**Goal:** To introduce techniques of literary analysis, including terminology, strategies, and assumptions of recent influential theorists and critics.

**Content:** Theoretical and literary texts.

**Taught:** Alternate years.

**Prerequisites:** WIS 101 or ENG 101, ENG 111, and one of the following: ENG 201, ENG 202, ENG 211, ENG 212, or permission of the instructor.

**Credit:** 3 hours.

### **211, 212: Survey of United States Literature I and II.**

**Goal:** To familiarize students with the range of American literature through intensive study of major American authors and texts.

**Content:** Writings by important literary figures from America, from the Puritans to modern times. ENG 211 covers the 1600's through 1865; ENG 212 covers 1865 to the present.

**Taught:** Alternate years.

**Prerequisites :** WIS 101 or ENG 101, and ENG 111.

**Credit:** 3; 3 hours.

### **291: Directed Independent Study.**

**Goal:** To provide an opportunity for intermediate-level independent study.

**Content:** Independent work of interest to the student and approved by the instructor and program director.

**Taught:** Fall, Spring.

**Prerequisites:** Permission of instructor and program director.

**Credit:** 1-6 hours.

### **337: Seminar in American Literature.**

**Goal:** To study a movement, theme, genre, era, or writer(s) in American literature. The focus of each seminar will vary. Representative topics might include southern women writers, the American novel, American drama, American modernism and postmodernism.

**Content:** Texts by poets, dramatists, essayists, and/or novelists as appropriate to topic. Critical essays pertaining to relevant works.

**Taught:** Annually.

**Prerequisites:** ENG 211 or 212, and ENG 210.

**Credit:** 3 hours.

### **338: Seminar in British Literature.**

**Goal:** To study a movement, theme, genre, era, or writer(s) in British Literature. Focus of each seminar will vary. Representative topics might include Shakespeare and his contemporaries, 18<sup>th</sup> century satire, the Romantic era, 19<sup>th</sup> century female novelists, Victorian and Edwardian drama, modernism.

**Content:** Texts by poets, dramatists, essayists, and/or novelists as appropriate to topic. Critical essays pertaining to relevant works.

**Taught:** Annually.

**Prerequisites:** ENG 201 or 202, and ENG 210.

**Credit:** 3 hours.

### **347: Seminar in World Literature.**

**Goal:** To study a movement, theme, genre, era or writer(s) focusing primarily on works outside the American and English traditions. The focus of each seminar will vary. Representative topics might include Chinese poetry, the African novel, revolutions in world literature, the Russian novel.

**Content:** Texts by poets, dramatists, essayists, and/or novelists as appropriate to topic. Critical essays pertaining to relevant works.

**Taught:** Alternate years.

**Prerequisites:** ENG 210.

**Credit:** 3 hours.

### **356: Argumentative Writing.**

**Goal:** To introduce students to the principles of rhetoric in composition and criticism and to teach them to improve their writing.

**Content:** Theories of rhetoric and composition with emphasis upon word choice, rhetorical tropes, argument, supporting materials, structure, and style.

**Taught:** Alternate years.

**Prerequisites:** WIS 101 or ENG 101, and ENG 111, or permission of instructor.

**Credit:** 3 hours.

**361: Advanced Creative Writing.**

**Goal:** To enable advanced students to develop their skills writing poetry, fiction, and/or drama.

**Content :** Drafts of student work, professional models of writing, texts on the craft and business of creative writing.

**Taught:** Alternate years.

**Prerequisites:** ENG 161 or permission of instructor.

**Credit:** 3 hours.

**396: Special Topics in English.**

**Goal:** To allow students to concentrate on a major writer, genre, theme, or limited period of literary history.

**Content:** Topics vary, depending on student needs and interest. Representative special topics might include Writing for the Web, Gothic Literature, or Women in/and Science Fiction.

**Taught:** Alternate years.

**Prerequisites:** WIS 101 or ENG 101; ENG 111; ENG 210; ENG 201, 202, 211 or 212; or permission of instructor.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**401: Senior Seminar.**

**Goal:** To enable senior English students to apply their accumulated knowledge to critical analysis of selected issues in literary studies. To encourage independent thought and judgment while providing a forum in which students demonstrate their knowledge of current research, communicate that knowledge effectively, and prepare for post-graduate professional opportunities.

**Content:** Study and discussion of literary and critical texts. Content may vary from year to year.

**Taught:** Annually.

**Prerequisites:** Senior standing and successful completion of ENG 210, three from ENG 201, 202, 211, 212, and one 300-level ENG course, or consent of instructor.

**Credit:** 3 hours.

**451: Directed Independent Study.**

**Goal:** To allow students to select authors, works, genres, or themes to study in depth.

**Content:** Varied; a topic agreed upon by student and professor and approved by the program director.

**Taught:** Fall; Spring.

**Prerequisites:** Permission of the instructor.

**Credit:** 1-6 hours.

**452/199: Field Study.**

**Goal:** To provide practical experience for the student to apply what she has learned.

**Content:** Student will perform professional, creative, or research functions under professional supervision.

**Taught:** Fall; Spring.

**Prerequisites:** Permission of the instructor and program director.

**Credit:** 1-12 hours.

**499: Honors Thesis. (Fee required)**

# **Environmental Studies**

Environmental Studies is an interdisciplinary field that draws on knowledge and analytical tools from many areas of study to understand the function of natural ecosystems, the effects of human societies on the environment, and the role that the environment has played in shaping human cultures and artistic endeavors. The major in Environmental Studies prepares students for careers in policy-making, education, conservation, government service, research, and the arts. Students will also be well prepared to work for non-governmental organizations or enter into post-graduate studies in environmental law, urban planning, and scientific disciplines such as ecology.

## **Major Program**

The student learning outcomes of the major are:

- I. to understand the fundamental scientific principles that govern the operation of natural ecosystems;
- II. to gain an appreciation for the effects of the human economic activities and governmental policies on the environment;
- III. to explore ethical, spiritual, cultural, and psychological dimensions of human relationships to nature;
- IV. to consider the ways in which the natural world has inspired creative endeavors in literature and the arts;
- V. to integrate material from the various disciplines into a coherent framework for understanding the role of humans in the environment

To ensure a broad and multidisciplinary background in the study of the environment, all students will take courses from the following three areas of study:

- 1) Science and the Biosphere (scientific approaches to understanding environmental issues),
- 2) Human Institutions and the Environment (policy, economic, and educational viewpoints on human relationships with nature), and
- 3) Creative and Spiritual Perspectives on Nature (artistic, philosophical, and spiritual considerations). Students will also complete a senior capstone experience that will integrate two of the three areas of study.

**Professional Development in Environmental Studies:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. As part of the general education program, each student must "develop her understanding of how a liberal arts education enhances students' preparation for careers and further professional growth" (general education learning objective #7). In the Environmental Studies major, this requirement is met by completion of 1 hour of PDE 400, Professional Development Experience, in which she completes a professional experience such as an internship, independent research, community service, or another approved project. The PDE may be accomplished either in or out of the major.

**Integrative Experience in Environmental Studies:** An integrative experience is required of each student as part of the general education program. In the Environmental Studies major, this requirement is met by completion of ESC 410, Senior Integrative Project, in which the student designs and completes an interdisciplinary project that encourages her to make connections among the various parts of her course of study, including her general education and major courses. The project will also require that the student incorporates material from at least two of the three disciplinary areas of study within the Environmental Studies major.

## **Major requirements: Environmental Studies. (41 hours)**

### **I. Science and the Biosphere (16 hours)**

ESC 150 Principles of Environmental Science 4 hours  
ESC/BIO 208 Field Biology 4 hours  
ESC/BIO 280 Ecology 4 hours  
ESC/BIO 360 Conservation Biology 4 hours

## **II. Human Institutions and the Environment (12 hours)**

Complete two courses from two of the following clusters:

ECO 104 Issues in Microeconomics (*required for this cluster*) 3 hours  
ECO 206 Economic Thought 3 hours  
ECO 302 International Trade 3 hours  
ECO 325 Environmental Economics 3 hours

EDS 114 Understanding Learning 3 hours

EDS 313 Children, Nature and Society 3 hours

POL 115 American Politics 3 hours

POL 230 International Relations 3 hours

POL 300 Foundations of Political Thought 3 hours

POL 342 International Organizations 3 hours

POL 356 Activism and Political Organization 3 hours

## **III. Creative and Spiritual Perspectives on Nature (9 hours)**

Complete three courses from the following list:

ARH 235 Outside the Mainstream 3 hours

ARH 354 Women's Issues in Contemporary Art 3 hours

ART 108 3-D Design 3 hours

ART 225 Graphic Design 3 hours

ART 241 Sculpture 3 hours

ART 318 Intermediate 3-D Studio 3 hours

ENG 111 Analyzing Literature 3 hours

ENG 161 Creative Writing 3 hours

ENG 215 Digital Culture 3 hours

ENG 235 Narratives of Nature: American Literature and Environmental Studies 3 hours

ENG 265 Professional Writing 3 hours

PHI 223 Ethics 3 hours

## **IV. Senior Seminar or Senior Project (1 hour)**

ESC 410 Senior Integrative Project 1 hour

## **V. Additional course work (3 hours)**

Electives may include any of the courses listed above, plus ESC 396, ESC 451 and ESC 452.

*The 41 hours required for the major must include at least 12 hours at the 300-level or higher.*

## **Minor Requirements: Environmental Science (32 hours)**

ESC 150 Principles of Environmental Science 4 hours

ESC/BIO 208 Field Biology 4 hours

ESC/BIO 360 Conservation Biology 4 hours

BIO 110 Principles of Biology I - Biological Processes 4 hours

BIO 112 Principles of Biology II - Diversity of Biological Systems 4 hours

CHM 101 General Chemistry I 4 hours

CHM 102 General Chemistry II 4 hours

CHM 240 Quantitative Analysis 4 hours

## **Environmental Science (ESC) Gen. Ed. Course Description**

### **150: Principles of Environmental Science.**

**Goal:** To appreciate that the Earth and its living systems sustain humankind, and to understand how the agricultural and industrial activities of human societies modify biogeochemical cycles and transform natural ecosystems, often to the detriment of ourselves and other species.

**Content:** An introduction to environmental sciences, an interdisciplinary field integrating concepts from ecology, chemistry, politics, and economics. The focus is on interactions between people and the environment, with specific topics including: human population growth; fuels and energy; pollution of air, water and soil; human alterations to global biogeochemistry, including global warming and acid rain; and responses of human societies to environmental issues. Laboratory exercises will take place in the lab and in the field.

**Taught:** Fall.

**Gen. Ed. Category:** Exploring; How the natural world functions; (SM).

**Credit:** 4 hours.

### **Environmental Science (ESC) Other Course Descriptions**

#### **208: Field Biology.**

**Goal:** To practice field techniques and quantitative skills commonly used in outdoor scientific disciplines. To learn to identify the conspicuous plant and animal species of Georgia and consider how they are adapted to their environments.

**Content:** Students will be introduced to the flora, fauna, and ecosystems of the southeastern United States in this field-intensive course. Emphasis will be on practical aspects of conducting scientific investigation outdoors, namely: taxonomic skills, field identification of plants and animals, use of dichotomous keys, techniques for sampling and describing natural populations and communities, and quantitative skills for analysis of data.

**Taught:** Fall. Alternate Years.

**Prerequisites:** BIO 110 and BIO 112; or ESC 150.

**Credit:** 4 hours; cross-listed as BIO 208.

#### **280: Ecology.**

**Goal:** To understand the interrelationships between living organisms and their physical and biological environment. To develop a broad understanding of the field of ecology. To conduct ecological research.

**Content:** Ecological principles at the level of the individual, population, community, and ecosystem. Specific topics include nutrient cycles, flow of energy in ecosystems, population dynamics, evolutionary ecology, life histories, competition and other community interactions, succession, and island biogeography. Current topics in anthropogenic global change.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 110 and 112; or ESC 150.

**Credit:** 4 hours; cross-listed as BIO 280.

#### **360: Conservation Biology.**

**Goal:** To understand the reasons why many species are endangered, to examine possible solutions, and to consider the ethical and ecological ramifications of species extinctions. To appreciate the interdisciplinary nature of conservation biology by considering issues ranging from the level of the gene to the scale of the entire biosphere.

**Content:** Students read, review, and discuss current literature in this speaking-intensive course. Students will conduct both laboratory- and field-based studies. Topics include defining diversity, threats to biodiversity, population genetics of rare species, conservation strategies and nature preserves, and legal and ethical issues.

**Taught:** Spring. Alternate years.

**Prerequisites:** BIO 110 and 112; or ESC 150.

**Credit:** 4 hours; cross-listed as BIO 360.

#### **396: Special Topics in Environmental Studies.**

**Goal:** To provide an opportunity to explore topics outside those offered elsewhere within the environmental studies curriculum or to explore in greater detail a subject covered by another course.

**Content:** An in-depth examination of a special topic within environmental studies. Topics will vary from semester to semester.

**Taught:** Offered occasionally.

**Prerequisites:** ESC 150 or permission of the instructor.

**Credit:** 3, 4 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

#### **410: Senior Integrative Project in Environmental Studies.**

**Goal:** To provide a capstone experience for majors in which students complete an interdisciplinary project that encourages the student to make connections among the various parts of her course of study. To prepare for careers and professional growth by discussing future goals and reflecting on past collegiate experiences, both in the major and in the general education curriculum.

**Content:** In consultation with a faculty project advisor, each student will design an interdisciplinary project that integrates her general education and elective courses, major courses, and, where appropriate, workplace experience. The project will also require that the student incorporates material from at least two of the three disciplinary areas of study in the major. Students will also critique resumes and prepare cover letters for a variety of postgraduate opportunities.

**Taught:** Fall.

**Prerequisites:** Declared major in Environmental Studies; Senior class academic standing; ESC 150.

**Credit:** 1 hour.

**451: Directed Independent Study.**

**Goal:** To enable an intensive exploration of a topic of special interest. To promote original, independent, creative, and critical thinking from an environmental perspective. To solve real problems in a scientific manner. To provide an opportunity to conduct independent laboratory work and to learn new techniques.

**Content:** Directed independent work of a critical or analytical nature. Under careful faculty supervision, qualified student are encouraged to develop originality of thought and thoroughness of method. Some emphasis is placed on research methods.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisites:** Permission of the program director.

**Credit:** 1-6 hours.

**452: Field Study.**

**Goal:** To afford actual experience in an environmental laboratory, consulting, or advising capacity.

**Content:** Applied areas in environmental science may be considered for internship credit. The student must submit a brief plan including objectives, anticipated activities, a list of readings, and the nature of the reports to be submitted to the sponsor.

**Taught:** Offered occasionally.

**Prerequisites:** Permission of advisor, program director, faculty sponsor, and the Director of Career Development.

**Credit:** 1-12 hours.

**499: Honors Thesis. (Fee required)**

# **French**

The French program provides a firm foundation of skills and knowledge in French language and Francophone culture. Still one of the most widely spoken and studied languages on the world stage, French opens the doors to international organizations that always include it as a working language, to African nations and work with NGOs, and to Canada (Québec). Students with previous study in French will take the French New Student Assessment in order to begin at the appropriate course level. All French majors are encouraged to participate in a year, semester, or summer study program in a French-speaking country. Courses taken abroad may be substituted for some of the required courses, on the recommendation of the French faculty and with the approval of the French Program Chair and the Registrar.

The Modern Language faculty encourages students to double major or minor in fields in the fine arts, business, communication, education, English, history, political science, international relations, math, science or other languages. Faculty advisors provide counsel on graduation requirements, overseas programs, jobs, and graduate study. Students are encouraged to declare their major by the beginning of their sophomore year. In addition to the courses below, the major includes an integrative experience and a workplace experience.

**Student learning outcomes for the French major are for the student to be able to:**

- I. speak confidently at an intermediate high to advanced low level (ACTFL scale) in French, with a mindfulness to register, context, and cultural norms.
- II. communicate in a variety of written forms in French at an intermediate high to advanced low level (ACTFL scale), including research writing, creative writing, and interpersonal communication.
- III. understand Francophone peoples and cultures through readings and research in primary and secondary sources, comparisons with other cultures, and the impact of historical events on current events.
- IV. demonstrate an understanding of the foundations of literature in French and its reflection of historical contexts and societal norms and shifts, as well as proper literary citation in MLA style.
- V. develop additional depth and breadth of knowledge in literature, culture, or language for special purposes.
- VI. explore areas related to Francophone culture, history, or literature through another discipline.

**The requirements for the French major and the goal that each fulfills are as follows:**

**I.** \*FRN 211 Intermediate French I - 3 hours  
FRN 212 Intermediate French II - 3 hours  
FRN 303 Advanced French Conversation - 3 hours  
FRN 350 French Phonetics - 3 hours

**II.** FRN 318 Advanced Composition - 3 hours  
FRN 475 Portfolio Presentation - 1 hour

**III.** FRN 305 French Civilization to the Revolution  
Or FRN 306 French and Francophone Civilization after 1800 - 3 hours

**IV.** FRN 367 Survey of French Literature: Middle Ages to 18th Century - 3 hours  
FRN 368 Survey of French Literature: 19th and 20th Centuries - 3 hours

**V.** Choose 2 courses (6 hours) from the following  
FRN 305 French Civilization to the Revolution (if not taken in section III) - 3 hours  
FRN 306 French and Francophone Civilization after 1800 (if not taken in section III) - 3 hours  
FRN 327 Business French - 3 hours  
FRN 396 Special Topics in French - 3 hours  
FRN 451 Directed Independent Study - 3 hours

**VI.** Choose one course from the following (3 hours)  
ARH 326 Art of the Middle Ages - 3 hours  
ENG 210 Introduction to Literary Criticism - 3 hours  
HIS 267 Women in World History - 3 hours  
HIS 305 Empires and Diaspora - 3 hours  
HIS 323 20th-century Genocide - 3 hours

HIS 342 Modern Europe - 3 hours  
HIS/POL 348 Terror and Terrorism in the Modern World - 3 hours  
PHI/REL 306 Seminar in Ancient or Medieval Thought - 3 hours  
POL 230 International Relations - 3 hours  
POL 326 European Politics - 3 hours  
POL 342 International Organizations - 3 hours  
REL 212 The Abrahamic Traditions - 3 hours

**Integrative Experience.** French majors will be required to submit a substantial senior Abrahamic and give an oral presentation of their research in order to satisfy their integrative experience requirement. A student must choose an integrative experience advisor from the Modern Language Faculty and begin developing her portfolio as soon as she has declared her major. The student is expected to have regularly scheduled meetings with her advisor and submit ongoing evidence of the progress she is making toward completing her portfolio project. Following the guidelines set up by the Modern Language Department, the student will engage in portfolio-building activities in all her upper-level French courses. Formal presentation of the ePortfolio, however, will occur in ePortfolio 475. The senior portfolio will be interdisciplinary in nature. In addition to reflecting on the courses that she has taken in her major, the student will also be asked to show the connections between these courses and her courses outside the French major.

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. Students who major in French satisfy the professional development component of the General Education requirement by including a description of one of the following experiences as a section of the integrative experience portfolio: an internship taken as FRN 452 Field Study, a summer employment experience, volunteer work, or any other comparable work experience deemed acceptable to the Modern Language Department.

**Minor Requirements: French.** A minor in French consists of a minimum of **18 hours** distributed as follows:

\*FRN 211 Intermediate French I - 3 hours  
FRN 212 Intermediate French II - 3 hours  
FRN 350 French Phonetics  
OR  
FRN 303 Advanced Conversation - 3 hours  
FRN 318 Advanced Composition - 3 hours  
FRN 305 French Civilization to the Revolution  
OR  
FRN 306 French and Francophone Civilization after 1800  
OR  
FRN 327 Business French - 3 hours

One additional literature course in French at or above the 300 level - 3 hours

\*Students who place above proficiency level may earn credit for language courses at or above the intermediate level by passing the appropriate departmental challenge examinations. Students who place beyond FRN 211 must take sufficient upper-level courses to earn 34 hours for the major and 18 hours for the minor.

**Resources for Non-Majors.** French courses are open to all students based on the level of placement. Students are encouraged to take subsequent courses as they meet the prerequisites. French courses provide an excellent complement to all majors.

**Postgraduate Opportunities.** Students who major in French often go on to jobs in fields such as international business, foreign service, education, translation/interpretation and journalism, or to graduate study in French, Romance languages, linguistics, the teaching of English as a foreign language, foreign relations, international law, or medicine.

\*Students who place above proficiency level may earn credit for language courses at or above the intermediate level by passing the appropriate departmental challenge examinations. Students who place beyond FRN 211 must take sufficient upper-level courses to earn 34 hours for the major and 18 hours for the minor.

## **French (FRN) Gen. Ed. Course Description**

### **211: Intermediate French I.**

**Goal:** To continue the development of speaking, reading, listening and writing in French.

**Content:** Emphasis on comprehension and analysis of a variety of texts in order to understand the impact of historical events on current Francophone countries, and to explore potential solutions to challenges facing them.

**Taught:** Fall.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena, (HUM).

**Prerequisite:** FRN102 or equivalent placement.

**Credit:** 3 hours.

## **French (FRN) Other Course Descriptions**

### **101, 102: Elementary French I, II.**

**Goal:** To teach students to speak, understand, read, and write French.

**Content:** Subjects used for learning the four basic skills include French culture and everyday situations.

**Taught:** FRN 101, Fall; FRN 102, Spring.

**Prerequisite:** FRN 101 or equivalent for FRN 102.

**Credit:** 3, 3 hours (Students must earn grades of FRN or better in these courses to fulfill the modern foreign language proficiency requirement).

### **212: Intermediate French II.**

**Goal:** To solidify and add more precision to skills in speaking, reading, listening and writing in French to prepare students for 300 level courses.

**Content:** Emphasis on grammar usage, writing, and conversation while continuing to explore the French-speaking world.

**Taught:** Spring.

**Prerequisite:** 211 or placement by the department.

**Credit:** 3 hours.

### **303: Advanced French Conversation.**

**Goal:** To improve French speaking and listening skills.

**Content:** The goal of this course is to offer students as much time speaking French as possible. This goal may be met through activities such as debates, discussions of films, news articles, and culture, student presentations, role play, drama.

**Taught:** Alternate years.

**Prerequisites:** FRN 211 and FRN 212 or equivalents.

**Credit:** 3 hours.

### **305: French Civilization to the Revolution.**

**Goal:** To introduce students to French civilization through the beginnings of the Revolution in 1789.

**Content:** From the tumultuous rivalries of warring principalities to the fall of the monarchy, this course explores French history, culture, art, politics, and influence.

**Prerequisites:** FRN 211 and FRN 212 or equivalents, and permission of the instructor.

**Credit:** 3 hours.

### **306: French and Francophone Civilization after 1800.**

**Goal:** To introduce students to modern French history and culture.

**Content:** FRN 211 and 212 or equivalents, and permission of the instructor.

**Credit:** 3 hours.

### **318: Advanced Composition.**

**Goal:** To refine writing skills and to enrich vocabulary, emphasizing grammar.

**Content:** Topics relating to French culture and literature. Weekly writing assignments, translation, and advanced reading.

**Taught:** Fall.

**Prerequisite:** FRN 212 or equivalent.

**Credit:** 3 hours.

**327: Business French.**

**Goal:** To provide students with the vocabulary needed to communicate effectively, both orally and in writing, and to transact daily business operations in French. To help students become better prepared for the ever-increasing demands of the growing international market.

**Content:** The course combines practical language with the study of French business terminology. Emphasis is on conversation and business transactions such as preparing commercial correspondence, reading and writing and translating contracts and other related documents in French.

**Taught:** Offered occasionally.

**Prerequisite:** FRN 318 or equivalent and permission of instructor.

**Credit:** 3 hours.

**350: French Phonetics.**

**Goal:** To improve French pronunciation by studying the International Phonetic Alphabet, learning pronunciation rules, and practicing in and out of class.

**Content:** Learn the International Phonetic Alphabet in order to transcribe French and read transcription of French in order to practice and improve pronunciation. Additionally, students will practice phrasing, intonation, liaison, and accentuation.

**Taught:** Spring alternate years.

**Prerequisite:** FRN 211 and FRN 212 or equivalents, and one 300-level French course or permission of the instructor.

**Credit:** 3 hours.

**367: Survey of French Literature: Middle Ages to 18th Century.**

**Goal:** To acquaint students with French literature from the Middle Ages to the 18th century, with special attention to historical conditions and to the development of literary thought and genres.

**Content:** Poetry, drama, and prose. Selections from major authors such as Marie de France, Rabelais, Marguerite de Navarre, Moliere, Isabelle de Charriere, and Voltaire.

**Prerequisites:** FRN 318 or equivalent.

**Credit:** 3 hours.

**368: Survey of French Literature: 19th and 20th Centuries.**

**Goal:** To acquaint students with the literature of the 19th and 20th centuries from both France and Francophone regions such as Quebec, West Africa, and the French Caribbean.

**Content:** Poetry, drama, and prose. Selections from major authors such as Victor Hugo, Emile Zola, Eugene Ionesco, Gustave Flaubert, Anne Hebert, Andre Breton, Simone de Beauvoir, and Maryse Conde.

**Prerequisites:** FRN 318 or equivalent.

**Credit:** 3 hours.

**396: Special Topics in French.**

**Goal:** To allow students to concentrate on a particular area of language or literature.

**Content:** Varied.

**Taught:** Occasionally.

**Prerequisite:** At least one 300-level course and permission of instructor.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**451: Directed Independent Study.**

**Goal:** To provide additional advanced work in French language or literature.

**Content:** Varied, according to course taught.

**Taught:** Upon request of student, with approval of sponsoring faculty. .

**Prerequisites:** Permission of the instructor and the program director. Open to advanced students.

**Credit:** 1-6 hours

**452/199: Field Study.**

**Goal:** To provide practical experience in the field.

**Content:** A wide range of cultural, and social events; intensive French at the appropriate level in accordance with student ability and background.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisites:** Permission of the instructor and program director.

**Credit:** 1-12 hours.

**475: Portfolio Presentation.**

**Goal:** To provide a capstone experience for French majors in which students construct and present a senior ePortfolio to document their integrative experience.

**Content:** Students will use the completed portfolio and subsequent oral presentation to reflect upon the interdisciplinary nature of their course of study. The final step in the process will be to submit the completed ePortfolio to the Modern Foreign Language faculty for evaluation and assessment of the student's integrative experience.

**Taught:** Spring.

**Credit:** 1 hour.

**499: Honors Thesis.** (Fee required)

# **German**

The following courses are offered in order to help prepare students for study abroad or for business endeavors in Germany, or to enhance a student's study in areas such as art, international relations, music, philosophy, political science, and psychology.

## **German (GER)**

### **101, 102: Elementary German I, II.**

**Goal:** To teach students to speak, understand, read, and write simple German.

**Content:** German grammar, culture, and literature, and everyday situations.

**Taught:** GER 101, Fall; GER 102, Spring.

**Prerequisite:** None for GER 101; GER 101 or equivalent for GER 102.

**Credit:** 3; 3 hours (Students must earn grades of C or better in these courses to fulfill the modern foreign language proficiency requirement).

### **211, 212: Intermediate German I, II.**

**Goal:** To improve and develop speaking, reading and writing in German through dialogs, magazine articles and literary selections.

**Content:** Emphasis on comprehension of advanced conversation and stories. Grammar study as well as telling and comparing stories.

**Taught:** GER 211, Fall occasionally; GER 212, Spring occasionally.

**Prerequisites:** GER 102 or equivalent for GER 211; GER 211 or equivalent for GER 212.

**Credit:** 3; 3 hours.

# **Health and Physical Education**

The Wesleyan College Health and Physical Education program is designed to promote the introduction of lifetime activities to the student. The activities offered complement the academic and spiritual growth in other areas of Wesleyan College as we prepare the students for the physical challenges of the world. In addition to graded, credit-bearing courses, Wesleyan College offers non-credit fitness activities, certification courses in First Aid and CPR, and self-defense courses through the Mathews Athletic Center and the Athletic Department. Most HPE courses will be taught annually.

## **Health and Physical Education (HPE) Course Descriptions**

### **100: Health and Wellness.**

**Goal:** To help the student explore fitness, wellness, and health.

**Content:** Setting realistic goals for wellness, incorporating individual physical fitness levels and personal goals. Physical fitness assessment and fitness activities.

**Credit:** 1 hour. May not be repeated.

### **101: Walking/Jogging for Fitness.**

**Goal:** The use of walking and/or jogging to improve health and fitness. Attention is directed at development of an individualized program and increased understanding of the importance of aerobic exercise.

**Content:** Setting realistic aerobic fitness goals, assessment of goal completion and incorporating individual physical fitness levels.

**Credit:** 1 hour. May not be repeated.

### **105: Fitness through Water Aerobics.**

**Goal:** To improve physical fitness through water aerobics.

**Content:** Examination of the principles of exercise, specifically aquatic exercise.

**Credit:** 1 hour; fee required. May not be repeated.

### **138: Team Sports.**

**Goal:** To encourage students' ability to participate in team sports as players and spectators.

**Content :** Rules, regulations, techniques, terminology, and skills associated with various team sports.

**Credit:** 1 hour; fee required. Students may repeat this course three times for a maximum of four semester hours.

### **112: Fundamentals of Yoga.**

**Goal:** To provide an opportunity for the students to combine physical relaxation, self-control, and movement exploration.

**Content:** Classical yoga practice along with complementary movement exploration designed to strengthen all body systems, build endurance, and develop self-awareness.

**Credit:** 1 hour. May not be repeated.

### **113: Triathlon Training.**

**Goal:** Introduction to the concept of swimming, running, and cycling as a form of intensive cross-training for physical fitness.

**Content:** Goal-setting, discipline, nutrition, elementary physiology, equipment upkeep and regular running, swimming, and cycling.

**Prerequisite:** Beginning swimming/ background in running/swimming/cycling. Appropriate apparel and equipment required (i.e. swim goggles, cap, swimsuit, running gear).

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

### **114: Running.**

**Goal:** Introduce student to necessary skills to embark on a course of training to run various distances (e.g. 3-6 miles)

**Content:** Goal-setting, discipline, nutrition, elementary exercise physiology, and regular running.

**Prerequisite:** Background in running/walking.

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

### **116: Strength Training and Conditioning.**

**Goal:** To introduce students to concepts involved in strength and endurance training.

**Content:** Exercise physiology, designing a weight training program, flexibility and safety.

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

**118: Tai Chi.**

**Goal:** To introduce the student to the traditional Chinese exercise of Tai Chi.

**Content:** Learn the fundamentals, terminology, and basic movements of Tai Chi.

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

**120: Ballet.**

**Goal:** Ballet technique and theory.

**Content:** Positions and placement of the body, barre and center floor, adagio, and allegro work, and beginning choreography.

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

**122: Modern Dance.**

**Goal:** To introduce the student to movement, rhythm, and body awareness.

**Content:** Strength and flexibility, basic combinations, rhythm, beginning theory and choreography, and introductory modern idioms.

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

**124: Jazz Dance.**

**Goal:** To introduce the student to basic jazz dance techniques.

**Content:** Strength and flexibility, beginning level combinations and across-the-floor work.

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

**127: Dance Performance.**

**Goal:** Offers practical experience in dance rehearsal and performance.

**Content:** With a varying focus each term, instruction and participation in dance performance will be based on cultural origins, significance, and motivation. The use of costumes may be explored.

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

**140/144: Fundamentals of Riding I.**

**Goal:** This mounted class will introduce the student to the seven physical qualities of a good position to achieve the four fundamentals of riding: unity, security, effective use of the aids, and non-abuse. The class is designed for those students at the beginning level. Western and hunt seat are taught.

**Content:** The use of correct attire and proper turnout for both horse and rider; the correct preparation and use of the horse and related tack both before and after riding; position work and levels of control and how they are related to performance; emphasis on safety.

**Credit:** 1 hour; fee required. Course may be repeated depending on rider's level and ability.

**180/184: Fundamentals of Riding II.**

**Goal:** A continuation of riding on the sophomore level. Refined use of the aids and improved cooperation with the horse. This class is designed for riders who have already had some formal instruction. Western and hunt seat are taught.

**Content:** Correct development and use of the seat and its effects on the horse; developing and improving the unity and balance between the rider and the horse; coordinating aids in relation to the mechanics of the horse with emphasis being placed on correct timing.

**Prerequisite:** HPE 140/144 or permission of instructor.

**Credit:** 1 hour; fee required. Course may be repeated depending on rider's level and ability.

**190: Varsity Athletics: Basketball.**

**Goal:** To improve the skills of varsity athletes in basketball.

**Content:** Fundamentals of the sport, skill development, teamwork, and discipline.

**Credit:** 1 hour; athletes may repeat this course three times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

**191: Varsity Athletics: Cross Country.**

**Goal:** To improve the skills of varsity athletes in cross country..

**Content:** Fundamentals of the sport, skill development, teamwork, and discipline.

**Credit:** 1 hour; athletes may repeat this course three times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

**192: Varsity Athletics: Soccer.**

**Goal:** To improve the skills of varsity athletes in soccer.

**Content:** Fundamentals of the sport, skill development, teamwork, and discipline.

**Credit:** 1 hour; athletes may repeat this course three times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

**193: Varsity Athletics: Softball.**

**Goal:** To improve the skills of varsity athletes in softball.

**Content:** Fundamentals of the sport, skill development, teamwork, and discipline.

**Credit:** 1 hour; athletes may repeat this course three times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

**194: Varsity Athletics: Tennis.**

**Goal:** To improve the skills of varsity athletes in tennis.

**Content:** Fundamentals of the sport, skill development, teamwork, and discipline.

**Credit:** 1 hour; athletes may repeat this course three times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

**195: Varsity Athletics: Volleyball.**

**Goal:** To improve the skills of varsity athletes in volleyball.

**Content:** Fundamentals of the sport, skill development, teamwork, and discipline.

**Credit:** 1 hour; athletes may repeat this course three times for a maximum of four semester hours. Total credit for Varsity Athletics courses may not exceed eight semester hours.

**207: Beginning Tennis.**

**Goal:** To master the fundamentals of tennis.

**Content:** Stroke technique and rules.

**Credit:** 1 hour. May not be repeated.

**208: Intermediate Tennis.**

**Goal:** To increase the skill level in tennis.

**Content:** Game situation, continued stroke technique, and strategy.

**Prerequisite:** HPE 207 or permission of instructor.

**Credit:** 1 hour. May not be repeated.

**209: Golf.**

**Goal:** To master the fundamentals of golf.

**Content:** Rules, regulations, skills development, and use of different clubs.

**Credit:** 1 hour; Students may repeat this course three times for a maximum of four semester hours.

**211: Fencing.**

**Goal:** To master the fundamentals of foil fencing.

**Content:** Introduction to basic foil fencing, terminology, rules, and conditioning.

**Credit:** 1 hour; fee required. May not be repeated.

**212: Beginning Tae Kwon Do.**

**Goal:** To equip students with basic self-defense methods.

**Content:** Rules, regulations, skill development, and conditioning.

**Credit:** 1 hour; fee required. May not be repeated.

**240/244: Fundamentals of Riding III.**

**Goal:** A continuation of riding on the Junior level, riders will continue to develop their riding skills, making their riding more economical and effective. Student should be able to demonstrate a good working position that utilizes the seven physical qualities and the four fundamentals.

**Content:** Develop in the rider an understanding of the rein and leg actions and how they affect the horse; gain a feeling for the horse's physical effort as well as his mental attitude. Content will be more specific to meet the needs of the style of riding chosen. Western Horsemanship will follow guidelines set forth by the American Quarter Horse Association. Hunt Seat Equitation will follow the guidelines set forth by the American Horse Show Association.

**Prerequisite:** HPE 180/184 or permission of instructor.

**Credit:** 1 hour; fee required. Course may be repeated depending on rider's level and ability.

**280/284: Fundamentals of Riding IV.**

**Goal:** A continuation of riding on the Senior level, riders will continue to develop their riding skills, making their riding more economical and effective. The student should be able to demonstrate a performance which is fluid and shows instinctive reactions to the horse's efforts. A strong working position and an understanding of schooling techniques that enhance the horse's performance will be emphasized.

**Content:** Develop more fully in the rider an understanding of the rein and leg actions and how they affect the horse; develop a deeper understanding of the levels of control and how they relate to schooling the horse.

**Prerequisite:** HPE 240/244 or permission of instructor.

**Credit:** 1 hour; fee required. Course may be repeated depending on rider's level and ability.

**311: Advanced Fencing.**

**Goal:** To master advanced foil techniques.

**Content:** Advanced fencing techniques including epee and saber fencing techniques.

**Prerequisite:** HPE 211.

**Credit:** 1 hour. May not be repeated.

**312: Advanced Tae Kwon Do.**

**Goal:** To master advanced Tae Kwon Do techniques.

**Content:** Advanced techniques, skill development, and conditioning.

**Prerequisite:** HPE 212 or permission of instructor.

**Credit:** 1 hour; fee required. May not be repeated.

**412: Professional Preparation for Elementary School Health and Physical Education.**

**Goal:** To prepare elementary school teachers to teach health and physical education.

**Content:** Strategies, lesson plans, and practical experiences for the teaching of a variety of effective skills and activities appropriate for elementary school children.

**Credit:** 3 hours. May not be repeated.

**415: Black Belt Tae Kwon Do.**

**Goal:** To advance students to the black belt level in the art of Tae Kwon Do.

**Content:** Students will learn advanced concepts and strategies. Advanced self-defense applications will be explored.

**Prerequisite:** HPE 212 and HPE 312.

**Credit:** 1 hour; fee required. May not be repeated.

# History

The history major at Wesleyan is designed to provide students with a firm foundation in world, American, and European history. Courses focus on the nature of historical inquiry and seek to expose students to the variety of historical interpretations. Courses also place historical study in a comparative and international perspective. Through the study of history, students come to a fuller understanding of the nature of the human experience and the meaning of global citizenship. As historians, students learn to read critically, argue persuasively, and write more effectively.

Students who graduate with a history major will be prepared for graduate school and numerous careers in many different fields, including education, public history and historic preservation, government and public service, nonprofit organizations, journalism, and the law.

**Major Program.** Students who pursue a history major will acquire the knowledge essential for understanding and interpreting United States, European, and world history; the analytical skills commensurate with understanding the diversity of historical interpretation and applying the tools of historical inquiry; and the ability to express concepts concisely and forcefully through both written and oral communication. They will be familiar with the best practices associated with historical research and prepared to enter graduate programs and careers in history and related fields.

Students contemplating a major in history are urged to take HIS 120, 125, 130, and 135 during their first two years at Wesleyan, and to enroll in HIS 299 as sophomores. A student planning a career in public history should complete HIS 358 her sophomore or junior year in order to allow a meaningful internship experience her junior or senior year. A student planning to enter graduate school should study a foreign language through at least the 212 level. In addition, she should take the Graduate Record Examination in the spring or summer of her junior year in anticipation of submitting graduate applications in the fall.

## Student learning outcomes for the history major:

- I. demonstrate knowledge of major historical eras and theories and frameworks for considering historical change.
- II. demonstrate the methodological and analytical skills commensurate with constructing and expressing historical arguments.
- III. be able to apply the best practices associated with the conduct of research in history.
- IV. demonstrate preparedness to enter graduate programs and/or to pursue careers in this area of study and related fields.

## Major Requirements: History (45 hours)

### 1. Core requirements: (18 hours)

HIS 120 Early Civilizations 3 hours  
HIS 125 Emergence of the Modern World 3 hours  
HIS 130 The American Experience to 1877 3 hours  
HIS 135 The American Experience from 1877 3 hours  
HIS 299 Historical Methods & Historiography 3 hours  
HIS 480 Senior Research Seminar 3 hours

### 2. Content Requirements (American History): (6 hours)

HIS 215 Reacting to the Past (if not taken in section 3) 3 hours  
HIS 315 Contemporary America 3 hours  
HIS 350 Seminar in American History 3 hours  
HIS 357 African American History 3 hours  
HIS 358 Public History and Historic Preservation 3 hours  
HIS 377 Seminar in Women's History (if not taken in section 3) 3 hours

### 3. Content Requirements (European and World History): (9 hours)

HIS 210 The West in The Classical Age 3 hours  
HIS 215 Reacting to the Past (if not taken in section 2) 3 hours  
HIS 267 Women in World History 3 hours  
HIS 305 Empires and Diaspora 3 hours  
HIS 323 20<sup>th</sup> Century Genocide 3 hours

HIS 342 Modern Europe 3 hours  
HIS 346 Modern East Asia 3 hours  
HIS 347 Modern Middle East 3 hours  
HIS 348 Terror and Terrorism in the Modern World 3 hours  
HIS 377 Seminar in Women's History (if not taken in section 2) 3 hours

**4. HIS Elective (3 hours)**

One additional HIS course at the 300 level (3 hours)

**5. Cognates (9 hours)**

Select one course each from Group A, Group B, and Group C. At least two of the courses must be at the 300 level or higher. Please note that some of these courses have prerequisites.

**Group A: Cultural Expressions (3 hours)**

ARH 325 Greek and Roman Art 3 hours  
ARH 326 Art of the Middle Ages 3 hours  
ARH 327 Renaissance Art 3 hours  
ENG 201\* Historical Survey of English Literature I 3 hours  
ENG 211\* Survey of United States Literature I 3 hours  
FRN 305\* French Civilization to the Revolution 3 hours  
FRN 306\* French and Francophone Civilization after 1800 3 hours  
SPA 305\* Spanish Culture and Civilization 3 hours  
SPA 306\* Latin America Culture and Civilization 3 hours

\*These courses have prerequisites. See course descriptions in the ENG, FRN, and SPA section of the Catalogue.

**Group B: Systems of Thought and Belief (3 hours)**

ECO 206 Economic Thought 3 hours  
PHI/REL 306 Seminar in Ancient or Medieval Thought 3 hours  
POL 300 Foundations of Political Thought 3 hours  
REL 225 Exploring the World's Religions 3 hours

**Group C: Institutions and Behavior (3 hours)**

POL 305 Democracy and Democratization in the Contemporary World 3 hours  
POL 320 American Constitutional Development 3 hours  
POL 326 European Politics 3 hours  
POL 328 United States Foreign Policy 3 hours  
POL 342 International Organizations

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. Each student will complete assignments in the Senior Research Seminar that help her explore careers in the major.

**Integrative Experience:** Each student will complete the HIS 480 Senior Research Seminar. In this capstone course, history majors will complete a significant research project in which they make connections among the various parts of their course of study and employ sound methodology.

**Minor Requirements: History (18 hours)**

**1. Required (9 hours)**

HIS 120 Early Civilization 3 hours  
and  
HIS 125 Emergence of the Modern World 3 hours  
or  
HIS 130 The American Experience to 1877 3 hours  
and  
HIS 135 The American Experience from 1877 3 hours

HIS 299 Historical Methods & Historiography 3 hours

2. Choose three additional history courses at the 200-300 level (9 hours)

**History (HIS) Gen. Ed. Course Descriptions**

**120: Early Civilizations.**

**Goal:** This course is designed to meet two goals: first, to provide students with an overview of the development of the world's major pre-modern civilizations, from the origins of humankind to 1500 C.E., and second, to build students' ability to think critically about history and analyze evidence in the form of a variety of primary sources.

**Content:** In this course students investigate and compare the cultures, political structures, and social organizations of pre-modern world civilizations, with particular emphasis on three major themes - 1) The evolving relationship between the individual and society; 2) Distinctions based on class, ethnicity, and gender; and 3) Points of contact between civilizations. - By the end of this course, students shall be familiar with the major civilizations of the pre-modern world and be able to explain the most significant developments that led to the modern world. They shall also be able to critically analyze major types of historical evidence and use that evidence to draw conclusions about the past.

**Taught:** Fall.

**Gen. Ed. Category:** Expanding; Diverse and Interdependent World; (SBS).

**Credit:** 3 hours.

**125: The Emergence of the Modern World.**

**Goal:** This course is designed to meet two goals: first, to provide students with an overview of the development of world civilization from the beginning of the Age of European exploration to the near present, and second, to build students' ability to think critically about history and analyze evidence in the form of a variety of primary sources.

**Content:** In this course students investigate and compare the cultures, political structures, and social organizations of world civilizations in the early-modern and modern period, with particular emphasis on three major themes - 1. the changing relationship between individuals and the state; 2. distinctions and conflict based on class, ethnicity, religion, and gender; 3. how and why Europe achieved hegemony in the world during the modern era, and how this power declined in the 20th century. - By the end of this course, students shall be familiar with the major civilizations of the modern world and be able to explain the most significant developments of the period. They shall also be able to critically analyze major types of historical evidence and use that evidence to draw conclusions about the past.

**Taught:** Spring.

**Gen. Ed. Category:** Expanding; Diverse and Interdependent World; (SBS).

**Credit:** 3 hours.

**130: The American Experience to 1877.**

**Goal:** To analyze and evaluate the many forms of evidence that historians use to interpret and write history within the context of the origins, development, and impact of American history through Reconstruction.

**Content:** Through an analysis of various types of historical documentation such as newspapers, diaries, speeches, journals, official records, oral histories, photographs, and art, students will examine American history from the Age of Discovery through the Civil War.

**Taught:** Fall.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena; (SBS).

**Credit:** 3 hours.

**135: The American Experience Since 1877.**

**Goal:** To analyze and evaluate the many forms of evidence that historians use to interpret and write history within the context of the origins, development, and impact of U.S. history since Reconstruction.

**Content:** Through an analysis of various types of historical documentation such as newspapers, diaries, speeches, journals, official records, oral histories, photographs, films, and art, students will analyze U.S. history from the Civil War to the contemporary era.

**Taught:** Spring.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena; (SBS).

**Credit:** 3 hours.

**210: The West and The Classical Age.**

**Goal:** Students will be asked to hone critical thinking skills by analyzing primary and secondary sources related to these civilizations, making comparisons between civilizations, and conveying their thoughts in several written exercises.

**Content:** This course explores the history of the ancient and classical civilizations that contributed to the development of Western Civilization, including those of the Near East, Greece, and Rome.

**Taught:** Alternate years.

**Gen. Ed. Category:** Developing; Writing Competency; (SBS).

**Prerequisite:** Satisfactory completion of College writing proficiency requirement.

**Credit:** 3 hours.

### **215: Reacting to the Past.**

**Goal:** This course allows students to engage deeply with historic sources and to consider the long- and short-term causes of historical conflicts. Students will express themselves persuasively and effectively on historical topics in written and oral communication.

**Content:** Students enrolled in this course will complete two to three extended historical simulations in which they play characters with specific and collective victory conditions. Students will be asked to read, write, and speak extensively based on their analyses of historical texts and situations.

**Taught:** Alternate years.

**Gen. Ed. Category:** Developing; Speaking Competency; (SBS).

**Credit:** 3 hours.

### **267: Women in World History.**

**Goal:** To provide students with an introduction to the role of women in world history and to have students read critically from a variety of primary and secondary sources on topics related to women's changing role in different cultures.

**Content:** Using the experience of women as the unifying theme, this course will take a comparative approach to different civilizations from the ancient, medieval, early modern, and modern periods around the world.

**Taught:** Alternate years.

**Gen. Ed. Category:** Expanding; Women's Experiences, (SBS).

**Credit:** 3 hours; cross-listed as WST 267.

### **323: 20th Century Genocide.**

**Goal:** To familiarize students with the history of genocide during the twentieth century and encourage them to think critically about defining and responding to instances of mass killing.

**Content:** The first half of the course will be spent studying the largest and most influential of these Genocides, the German murder of approximately six million civilians during World War II. We shall consider the origins of the Holocaust, its social, cultural, political, and economic aspects, and the results of this genocide for European and world history. In the second half of the course we shall turn to the legal definition of genocide as established by the United Nations following the Holocaust. Using this definition we shall survey other alleged and confirmed acts of genocide from the twentieth century.

**Taught:** Alternate years.

**Gen. Ed. Category:** Synthesizing.

**Credit:** 3 hours.

### **348: Terror and Terrorism in the Modern World.**

**Goal:** Terror and terrorism have been prominent features of Western political culture since the French Revolution. For the most part, modern terrorism is of European origin, and the ideas, goals, and methods of European terrorists have inspired terrorists in non-Western nations.

**Content:** This course familiarizes students with the ideology, motivation, and methods of numerous terrorist groups of the last two centuries in order to provide a basis for an understanding of contemporary terrorist organizations. Generally, the course will stress the motivation and goals of terrorist organizations and governments that use terror to achieve their policy goals. Specifically, we will address anarchy and revolutionary terrorism in nineteenth century Europe, European domestic terrorism in the 1960s and 1970s, twentieth century liberation and separatist movements, and Middle Eastern terrorism.

**Taught:** Alternate Years.

**Prerequisite:** None.

**Gen. Ed. Category:** Synthesizing.

**Credit:** 3 hours; cross-listed as POL 348.

### **352: American Wars in the Twentieth Century.**

**Goal:** This course examines the theory, experience, and memory of American wars in the twentieth century.

**Content:** Upon successful completion of this course students will understand American experience with armed conflicts in the twentieth century and the factors that account for the different ways the country thought about waged war during this period. They will analyze how a variety of factors - including gender, race, socioeconomic status, and geographical origin - shaped individual and collective experience of war. They will also understand and be able to analyze and discuss the

different ways in which Americans have remembered their wartime experiences, and how and why memorialization and commemoration have changed over time.

**Taught:** Occasionally.

**Prerequisite:** None.

**Gen. Ed. Category:** Synthesizing.

**Credit:** 3 hours.

### **377: Seminar in Women's History.**

**Goal:** To provide students with an in-depth exploration of a variety of important primary and secondary texts in women's history, and to teach students to engage competently in discussions of historical writing about women and gender.

**Content:** This course provides students with an in-depth examination of a particular theme, period, or region in women's history with emphasis on the variety of historical scholarship on that topic. The focus of each seminar will vary. Topics might include the history of motherhood, the history of sex workers, or the history of women entrepreneurs. This course may be repeated for credit once with a different topic.

**Taught:** Alternate years.

**Gen. Ed. Category:** Expanding; Women's Experiences, (SBS).

**Credit:** 3 hours; cross-listed as WST 377.

## **History (HIS) Other Course Descriptions**

### **299: Historical Methods & Historiography.**

**Goal:** To introduce students to the nature of historical inquiry, to the questions such inquiry raises, and to the basics of discipline-specific writing.

**Content:** Required for history, political science, and international relations majors who should take it in their sophomore year.

**Taught:** Fall.

**Credit:** 3 hours.

### **305: Empires and Diaspora.**

**Goal:** To familiarize students with the history and long-ranging results of European overseas empires during the modern period.

**Content:** Students will learn about the major events that led, during the modern period, to the establishment of vast European overseas empires, the results of European domination in these empires, and the process of and lingering problems caused by decolonization. After an overview of earlier European colonial encounters, the primary focus of the course will be on the European empires of the 19<sup>th</sup> century.

**Taught:** Spring. Alternate years.

**Credit:** 3 hours.

### **315: Contemporary America.**

**Goal:** To enhance understanding of the forces that have shaped contemporary American foreign and domestic policy and the opposition to that policy.

**Content:** The impact of the Great Depression and of World War II, America's role as a major power especially in relation to Europe, the growth of the imperial presidency, and the quest of the excluded for recognition. Attention to matters of race, gender, and class.

**Taught:** Alternate years.

**Credit:** 3 hours.

### **342: Modern Europe.**

**Goal:** This course surveys the historical development of Modern Europe, with particular focus on Western and Central Europe.

**Content:** This course examines the social, political, cultural, and economic development of Europe during the nineteenth and twentieth centuries. During this period Europe and Europeans rose to international dominance through industrialization and vast overseas empires by 1900, then worked to reinvent themselves in the face of world wars, extreme governments, economic crises, the Cold War, and massive social upheavals.

**Taught:** Alternate years.

**Credit:** 3 hours.

### **346: Modern East Asia.**

**Goal:** This course surveys the historical development of modern China and Japan with some attention to the surrounding regions.

**Content:** In addition to looking at the contributions of prominent individuals, the course addresses the role structural factors played in shaping the East Asian experience, including culture, modernization, industrialization, imperialism, war, depression, racism, and gender, with a focus on the differing responses to westernization.

**Taught:** Alternate Years.

**Prerequisite:** None.

**Credit:** 3 hours.

### **347: Modern Middle East.**

**Goals:** This course will give students a basic understanding of the Middle East and its history and political systems.

**Content:** The course begins by examining emergence and spread of Islam and then turns to the era of Ottoman domination. The bulk of the course focuses on the era of European imperialism in the Middle East and its legacy. Through scholarly studies, literature, and films students will examine the structural factors that transformed the Middle East during the late-nineteenth and twentieth centuries, including culture, modernization, industrialization, nationalism, war and evolution, racism, gender, and religion.

**Taught:** Alternate Years.

**Prerequisite:** None.

**Credit:** 3 hours.

### **350: Seminar in American History.**

**Goal:** To provide students with an in-depth exploration of selected topics in American history.

**Content:** This course provides students with an in-depth examination of a particular topic, period, or region in American history. Topics might include the Civil War, this history of the American West, the Cold War, the Civil Rights Movement, Native American history, the history of the Armed Forces, or American business history. This course may be repeated for credit with a different topic.

**Taught:** Alternate Years.

**Prerequisite:** None.

**Credit:** 3 hours.

### **357: African American History.**

**Goal:** The goal of the course is to enhance students' understanding of the social, economic, cultural, intellectual, and political history of African Americans from the colonial era to the present.

**Content:** The course focuses on major themes in African American history, including the transatlantic slave trade and the African Diaspora, slavery and freedom, reform and radicalism, assimilationism and nationalism, within the broader context of American history.

**Taught:** Alternate Years.

**Prerequisite:** None.

**Credit:** 3 hours.

### **358: Public History and Historic Preservation.**

**Goals:** This course will survey the methods of public history and historical preservation.

**Content:** Students will gain an overview of the theoretical basis of public history and historical preservation, and will gain practical knowledge about researching, presenting, and interpreting public historical topics through a major project.

**Taught:** Alternate Years.

**Prerequisite:** None.

**Credit:** 3 hours.

### **396: Special Topics in History.**

**Goal:** To enhance a deeper understanding of and/or an analysis of a highly specialized topic.

**Content:** An in-depth examination of a special topic in history. Topics vary. Representative special topics include: the American twenties; the American sixties; the Vietnam War.

**Taught:** Offered occasionally.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

### **451: Directed Independent Study.**

**Goal:** To give the student the opportunity to hone her analytical, research, and writing skills.

**Content:** Flexible program in which a student, by special arrangement with the area chair, may investigate a topic of interest.

**Taught:** Offered occasionally.

**Credit:** 1-6 hours.

**452/199: Field Study.**

**Goal:** To allow the student to sharpen her research and analytical skills in an environment outside the classroom.

**Content:** Actual experience in areas dependent upon historical methodology (museum work, archival work, etc.), coordinated by the college professor supervising the study. While field study hours will count toward the maximum forty-eight hours permitted in the major discipline, they may not be applied toward the minimum thirty-four hours required in the major.

**Taught:** Offered occasionally.

**Prerequisite:** Permission of program director.

**Credit:** 1-12 hours.

**480: Senior Research Seminar.**

**Goal:** To provide a capstone experience for majors in which students complete a significant research project in which they make connections among the various parts of their course of study and employ sound methodology.

**Content:** Each student will select and carry out a significant research project on a topic chosen in conjunction with the instructor. Students will present their research at a formal defense at the end of the semester. Students will also explore career options in the major.

**Taught:** Fall.

**Prerequisite:** POL 332 or HIS 399 or permission of instructor.

**Credit:** 3 hours.

**499: Honors Thesis. (Fee required)**

# **Human Services**

The human services courses provide ways in which a student may gain theoretical or practical knowledge relevant to human service careers in public, private, for-profit, and not-for-profit agencies that serve children, youth, adults, and families. Wesleyan College does not offer a major or minor in human services. See the Psychology major listing for additional courses that will incorporate interests of the human services field.

## **Human Services (HMS) Course Descriptions**

### **199: Field Study in Human Services.**

**Goal:** To introduce students to special areas in the field of human services by exploring professional settings in local human service agencies.

**Content:** Varies.

**Taught :** Annually.

**Prerequisite:** PSY 106.

**Credit:** 1-2 hours.

### **400: Senior Seminar in Human Services.**

**Goal:** To make connections among the major areas of study within the human services major; evaluate field experiences; and assess personal knowledge, skills, and dispositions for human services leadership.

**Content:** Student designs management plan for hypothetical human service agency or division. Plan will be tailored to the student's concentration.

**Taught:** Fall.

**Prerequisites:** PSY 106, HMS 199, Senior status.

**Credit:** 3 hours.

### **452: Internship in Human Services.**

**Goal:** To gain experience in application of knowledge and skills in a human service agency.

**Content:** Varies with setting.

**Taught:** Annually.

**Prerequisite:** PSY 106.

**Credit:** 1-12 hours.

# **Humanities**

Humanities offers courses that incorporate texts from numerous national traditions and that enable students to strengthen skills in critical and analytical thinking, writing, and oral communication.

## **Humanities (HUM) Gen. Ed. Course Description**

### **260: Women's World Literature.**

**Goal:** To introduce students to writing from around the world by women and/or focusing on women's issues. To enable students to study literature in a cross-cultural context.

**Content:** Fiction, poetry, drama, essays primarily by women and/or about women. Representative writers might include Shikibu, Ama Ata Aidoo, Bessie Head, Gita Mehta, Ruth Prawer Jhabvala, Sawako Ariyoshi, Wang Anyi, Isabelle Allende.

**Taught:** Alternate years.

**Prerequisites:** Wise 101 or ENG 101 and one Exploring general education class.

**Gen. Ed. Category:** Expanding; Women's Experiences; (HUM).

**Credit:** 3 hours; cross-listed as WST 260.

## **Humanities (HUM) Other Course Description**

### **290: Readings in Humanities.**

**Goal:** To enable students to broaden their experience of the Humanities.

**Content:** An interdisciplinary approach in Humanities. The class will typically be associated with learning experiences such as team teaching or study abroad. Areas of study could include Studies in Italian Culture, Studies in Francophone Culture, War and Peace, and the New South.

**Taught:** Occasionally.

**Prerequisites:** WIS 101 or ENG 101.

**Credit:** 3 hours.

# **International Business**

The Department of Business and Economics offers several programs that provide special opportunities for students who are interested in careers in business and related fields. The programs in business benefit from endowments by the estate and family of the late D. Abbott Turner who was a prominent leader in business and civic affairs in Georgia and a trustee of Wesleyan. These endowments help provide Wesleyan students with instruction, equipment, and special activities that add an important dimension to the educational process.

The D. Abbott Turner Program in Business Management includes three major curriculum alternatives: the major in business administration, the major in accounting, and the major in international business. The department also offers a major in economics and an interdisciplinary major in advertising and marketing communication.

The department has an expanded minor curriculum program with minors in accounting, business management, economics, and finance.

The department sponsors lectures, conferences, seminars, and research which promote entrepreneurship and business career opportunities for women. These activities provide students with the opportunity to discuss significant issues and experiences with successful women from the business community. A lecture series offers topical special lectures and convocations with prominent leaders in business and government.

## **Major Requirements: Bachelor of Arts in International Business**

The interdisciplinary major in international business prepares students to be effective in the international environment, with knowledge of the language, culture, business, and political affairs of other countries. Graduates with this major will be prepared to work for a multinational corporation in the United States and abroad or to pursue graduate studies in international business.

The international business major combines a competency in a modern foreign language (Spanish or French), along with courses in economics, finance, marketing, management, accounting, political science, history, ethics and cultural awareness. In addition, students are encouraged to participate in an exchange program or study abroad.

The student learning outcomes of the major are as follows:

- I. to understand cultural, social and political differences among peoples, and to interact successfully in different sociopolitical and cultural settings;
- II. to understand the economic and financial dimensions of international business management and the use of the computer in decision-making;
- III. to understand the historical and political context of international business management;
- IV. to provide knowledgeable and socially responsive leadership for international businesses and institutions;
- V. to provide graduates with the functional and cross-cultural skills to become effective managers of multinational enterprises and institutions;
- VI. to understand the issues in ethics which influence the international environment; and
- VII. to integrate knowledge previously gained and develop experience in application of knowledge, research, and critical thinking.

## **Major Requirements: International Business**

### *I. Required courses in general education (9 hours)*

HIS 125 Emergence of the Modern World 3 hours  
HIS 135 The American Experience from 1877 3 hours  
PHI 223 Ethics 3 hours

### *II. Business and Accounting Courses (19 hours)*

BUS 105 Contemporary Business  
**or**  
BUS 106 Business and Society 3 hours  
ACC 201 Financial Accounting: Concepts and Applications 3 hours  
ACC 202\* Principles of Managerial Accounting 3 hours

BUS 303 Principles of Marketing 3 hours  
BUS 310\* Business Law 3 hours  
BUS 315 Principles of Management 3 hours  
BUS 475 Portfolio Seminar 1 hour  
BUS 488 Business Policy Seminar 3 hours  
\* Choose either ACC 202 or BUS 310

**III. Economics Courses (15 hours)**  
ECO 102 Issues in Macroeconomics 3 hours  
ECO 104 Issues in Microeconomics 3 hours  
ECO 205 Principles of Finance 3 hours  
MAT 220 Statistical Methods 3 hours  
ECO 302 International Trade 3 hours

**IV. History Course (choose one - 3 hours)**  
HIS 342 Modern Europe 3 hours  
HIS 346 Modern East Asia 3 hours  
HIS 347 Modern Middle East 3 hours

**V. Political Science Courses (choose two - 6 hours)**

POL 319 International Law 3 hours  
POL 335 Developing World 3 hours  
POL 342 International Organizations 3 hours

**VI. Modern Foreign Language (0-15 hours)**

Foreign Language Competency through:  
FRN 327 Business French 0-15 hours  
*OR*  
SPA 327 Business Spanish 0-15 hours

**VII. World Views (3 hours)**

Choose one course from:

REL 225 Exploring the World's Religions  
SPA 305 Spanish Culture and Civilization  
SPA 306 Latin American Culture and Civilization  
FRN 305 French Civilization in the Revolution  
FRN 306 French and Francophone Civilization after 1800

*OR*

Approved Study Abroad 3 hours

**Total hours in major: 46\*\*-70 hours**

(\*\*exclusive of required courses in general education and modern foreign language)

**Integrative Experience:** The student learning outcome of enhancing a student's capacity for integrative thinking is met in the international business major with the requirement of BUS 475 Portfolio Seminar. This course provides a forum for international business majors to discuss, analyze, and critique and prepare a senior portfolio documenting their integrative experience. The student will reflect upon the interdisciplinary nature of her courses of study including the general education experiences and their relationship to her international business major. This course includes the formal presentation of a portfolio documenting these experiences.

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. The student learning outcome of developing an understanding of how a liberal arts education enhances a student's preparation for careers and further professional growth is met in the international business major with BUS 475 Portfolio Seminar. The program also recommends internship opportunities in the areas of international trade and finance, as well as working with business faculty on academic projects. Students interested in graduate study in law or business have numerous internship opportunities with local law firms and a wide variety of businesses. For those students who wish to work before attending graduate school, it is not uncommon for an internship

to lead to a job offer. Some of the sponsors who welcome Wesleyan interns in business include Bank of America; Merrill-Lynch; Sun Trust Bank; BB&T Bank; Capital City Bank; McNair, McLemore, Middlebrooks, CPAs; and Greater Macon Chamber of Commerce.

# International Relations

The international relations major is intended to reflect that we live in an ever more interrelated and interdependent world. As such, it is a course of study that combines the disciplines of history, political science, economics, and foreign language study. Often it is done in conjunction with a study abroad experience. Students majoring in this field study the historical, political, cultural, and economic processes that shape the international system today, as well as the roles of the main actors, such as states, international organizations, nongovernmental organizations, multinational corporations, ideologies, and individuals.

The major provides an excellent background for those who wish to pursue careers in international organizations (governmental and nongovernmental) and in international business. It also provides ideal preparation for those planning communication and the law. The international relations major will help prepare the student for relevant graduate study and for the foreign service examination.

**Major Program:** Students who major in international relations will acquire knowledge of major international political events, phenomena, and institutions and of the frameworks and theories used in considering and interpreting global issues; the analytical skills essential for understanding the international system and for interpreting the sources, processes, and outcomes of global change; and the ability to express concepts concisely and forcefully through both written and oral communication. They will be familiar with the best practices associated with research in the field of international relations and prepared to enter graduate programs and careers in international relations and related fields.

## Student learning outcomes for the major in International Relations:

- I. demonstrate knowledge of major international political events, phenomena, institutions, and the theories and frameworks for considering international developments and change.
- II. demonstrate the methodological skills commensurate with discipline-specific analysis.
- III. be able to apply the best practices associated with the conduct of research in the disciplines of history and political science.
- IV. demonstrate preparedness to enter graduate programs and/or to pursue careers in these areas of study and related fields

## Major Requirements: International Relations (43-57 hours)

The major consists of between 43 and 57 hours of coursework, depending on the number of courses a student must take to complete the foreign language requirement.

### 1. Required modern language: (0-12 hours)

Completion of the 212 level in one language or the 102 level in two languages

### 2. History (9 hours)

HIS 125 The Emergence of the Modern World 3 hours  
HIS 135 The American Experience since 1877 3 hours  
HIS 299 Historical Methods and Historiography 3 hours

### 3. Political Science: (12 hours)

POL 222 Comparative Politics 3 hours  
POL 230 International Relations 3 hours  
POL 328 United States Foreign Policy 3 hours  
POL 332 Research Methods in Political Science 3 hours

### 4. Economics: (9 hours)

ECO 102 Macroeconomics 3 hours  
ECO 104 Microeconomics 3 hours  
ECO 302 International Trade 3 hours

### 5. Choose four courses from the following (12 hours)

HIS 305 Empires and Diaspora 3 hours  
HIS 323 20<sup>th</sup> Century Genocide 3 hours  
HIS 342 Modern Europe 3 hours  
HIS 346 Modern East Asia 3 hours

HIS 347 Modern Middle East 3 hours  
POL 305 Democracy and Democratization in the Contemporary World 3 hours  
POL 319 International Law 3 hours  
POL 326 European Politics 3 hours  
POL 335 Politics of the Developing World 3 hours  
POL 342 International Organizations 3 hours  
POL 351 Nuclear Weapons 3 hours  
HIS/POL 348 Terror and Terrorism in the Modern World 3 hours

*6. Senior Research Seminar: (3 hours) 3 hours*

HIS 480 or POL 480

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. Each student will complete assignments in the Senior Research Seminar (either HIS 480 or POL 480) that help her explore careers in the major.

**Integrative Experience:** Each student will complete either HIS 480 or POL 480 Senior Research Seminar. In this capstone course, international relations majors will complete a significant research project in which they make connections among the various parts of their course of study and employ sound methodology.

# **Japanese**

This introductory sequence of courses offers students beginning steps into the language, which may be followed by study abroad, teaching English, or business endeavors in Japan. These courses count towards the minor in Asian Studies.

## **Japanese (JPN) Course Descriptions**

### **101, 102: Elementary Japanese I, II.**

**Goal:** To teach students to speak, understand, read, and write Japanese

**Content:** These courses will introduce students to spoken and written Japanese and the culture of Japan.

**Taught:** JPN 101, Fall; JPN 102, Spring

**Prerequisite:** None for JPN 101; JPN 101 or equivalent for JPN 102

**Credit:** 3; 3 hours. (Students must earn grades of C or better in these courses to fulfill the modern language proficiency requirement).

### **211, 212: Intermediate Japanese I, II.**

**Goal:** To improve and develop speaking, reading, and writing in Japanese through dialogs, magazine articles, and literary selections

**Content:** Emphasis on grammar, comprehension of advanced conversation and reading, and development of correct sentence structure

**Prerequisite:** JPN 102 or equivalent for JPN 211; JPN 211 or equivalent for JPN 212.

**Taught:** 211, Fall; 212, Spring.

**Credit:** 3; 3 hours.

# **Mathematics**

The science of mathematics has fascinated scholars since the beginning of classical thought. The mathematics program seeks to foster in students the power of disciplined thought, an appreciation of the intrinsic beauty of mathematics, a sound understanding of mathematical concepts, and the mathematical tools required by many areas of study. As part of the general education program, all Wesleyan students must successfully complete one course from MAT 140, 150, 192, 205, or 206.

The student learning outcomes for a student majoring in mathematics are:

- I. to develop an understanding of the differential and integral calculus, and their applications;
- II. to have foundational knowledge of more advanced branches of mathematics such as linear algebra, differential equations, analysis, abstract algebra, and probability and statistics, and their applications;
- III. to acquire knowledge of methods of mathematical proof; and
- IV. to be able to use mathematical techniques to analyze and solve a variety of applied and theoretical problems.

## **Major Program: Mathematics**

The mathematics major provides breadth and depth in the study of mathematics and encourages students to achieve a sound understanding of the various areas of mathematics. Students who major in mathematics have many options, including careers in industry, government, statistics, teaching, and graduate study in mathematics and engineering. Wesleyan mathematics majors have enjoyed success in these and other career options.

A student majoring in mathematics first encounters the basic ideas and methods of analysis, algebra, and geometry in the required courses of calculus, computer science, linear algebra, discrete mathematics, and physics, learning both theoretical and applied aspects of the material. She continues with courses from differential equations, abstract algebra, real analysis, and other areas, giving further breadth to her knowledge of mathematics. At the same time, she deepens her knowledge through a two-semester sequence in real analysis or abstract algebra. Finally, a capstone course based upon topics in complex variables helps her see how concepts from various branches of mathematics combine to form this cornerstone of advanced mathematics. A student begins her mathematics program at the level indicated by her background, interests, and preparation as determined by a placement examination and consultation with a member of the mathematics faculty. Internships and research are encouraged.

## **Major Requirements: Mathematics.**

The mathematics major requires a total of 50 semester hours, including MAT 205, 206, 207, 208, 210, 230, 300, 311, 401, 405 or 419, and 415 (33 semester hours), three semester hours selected from MAT 312 or 402; eight hours of physics (PHY 121 and 122); and six hours of computer science (CSC 216 and 218.) Many students who major in mathematics begin with MAT 205 in the first semester.

A recommended sequence of courses for the student majoring in mathematics is shown below. There is some flexibility as to when the required physics sequence and the CSC courses are taken. It is advisable to take the following courses during the first two years: MAT 205, 206, 207, 208, 210, 230 or 300, and CSC 216 and 218.

Students planning to do graduate work in mathematics should take both of the sequences in real analysis and abstract algebra. Note that the sequences MAT 311, 312 and MAT 401, 402 are offered in alternate years, so such students should plan to take one of these sequences in the junior year and the other in the senior year.

### **Fall Spring**

#### **FIRST YEAR**

MAT 205/MAT 206

WIS 101/Writing Competency Course

Elective/General Education Elective/General Education

Elective/General Education Elective/General Education

Elective/General Education Elective/General Education

#### **SECOND YEAR**

MAT 207/MAT 208

CSC 216/MAT 300

MAT 210/CSC 218

MAT 230/Elective/General Education

Elective/General Education Elective/General Education

### **THIRD YEAR**

MAT 311 **or** 401 MAT 312 **or** 402

PHY 121 MAT 405 **or** 415

MAT 419 **or** elective PHY 122

Elective/Elective/General Education

Elective/Elective

### **FOURTH YEAR**

MAT 311 **or** 401 MAT 312 or 402

MAT 419 **or** elective MAT 405 **or** 415

Elective/General Education Elective/General Education

Elective/General Education Elective/General Education

Elective/General Education Elective/General Education

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. To develop her understanding of how a liberal arts education enhances a student's preparation for careers and further professional growth, each student majoring in mathematics will complete an internship, or a research experience approved by the mathematics faculty.

**Integrative Experience:** Each student majoring in mathematics will complete a general education Integrative Experience by taking either MAT 405 or MAT 419. Both of these courses require a semester project that asks the student to make connections between her general education and the mathematics major, and to consult with a faculty member outside of mathematics on the project.

**Minor Requirements: Mathematics.** A minor in mathematics consists of 15 semester hours including MAT 230, 206, 210, and two other MAT courses beyond MAT 205 (not to include MAT 220) selected in consultation with the academic advisor and a member of the mathematics faculty.

**Resources for Non-Majors.** All Wesleyan students are welcomed and encouraged to include the study of mathematics in their coursework. The study of mathematics provides necessary skills and concepts essential in other areas of study, including natural sciences, social sciences, business, and education. The student is guided in her selection of the appropriate mathematics courses by the requirements of each discipline, her previous mathematics courses, a placement examination, and consultation with her academic advisor and a member of the mathematics faculty.

**Undergraduate Research Opportunities.** Independent research is a highly desirable component of the curriculum for mathematics majors. Faculty members welcome the opportunity to support and direct the research efforts of students enrolled in MAT 451, 452, and 499.

### **Applied Mathematical Science**

Applied Mathematical Science a major program for students who are interested in mathematics, but whose interests lie primarily with the practical application of mathematics to problems in the physical sciences, life sciences, economics, engineering, and other fields, rather than in the formal areas of abstract mathematics. Applied mathematics seeks to apply existing mathematical methods across a range of practical problems, as well as to develop novel computational and predictive methods and models for specific real-world phenomena. The Applied Mathematical Science major prepares students for graduate work and careers in such diverse areas as physics, astrophysics, geology, climatology, atmospheric science, genomics, neuroscience, economics, finance, energy management, and the diverse applications of engineering. This major also specifically prepares students for admission to engineering programs under the 3-2 Dual-Degree in Engineering. (See Pre-professional programs.)

The 3-2 Dual-Degree Engineering program is a cooperative arrangement between Wesleyan and specific universities combining a Wesleyan bachelor of arts degree with a university bachelor of science degree in a nominally five-year program. Wesleyan currently has dual-degree arrangements with Mercer University, Georgia Institute of Technology, and Auburn University. Under the dual degree arrangement the student attends Wesleyan for three years and completes **90 semester hours** including proficiency and general educational requirements. She will follow a closely-advised pre-engineering program of courses in mathematics and the physical sciences, and will have the option of completing a major course of study, such as Applied Mathematical Science. If the student meets the transfer entrance requirements for the

cooperating university program, she then transfers to that university for approximately two years of prescribed engineering courses. At the end of this nominally five-year program, provided that the student has met both Wesleyan proficiency and general education requirements and the curricular requirements of the cooperating university, the student earns a separate baccalaureate degree from each school.

The student learning goals for students majoring in Applied Mathematical Science and/or completing the Wesleyan component of the Dual-Degree in Engineering program are:

- I. to develop a sound understanding of calculus, linear algebra, and differential equations;
- II. to successfully write computer programs that solve mathematical problems;
- III. to build theoretical and methodological foundations in the central, quantitative, laboratory-based physical sciences;
- IV. to learn to recognize phenomena that may be represented and modeled using computational, analytical, and predictive mathematical techniques; and
- V. to be able to apply mathematical techniques to a diverse range of problems in the natural and social sciences.

**Major requirements: Applied Mathematical Science:** The major program requires a minimum of 50 hours of course work, including the following:

I. Required Mathematics and Computer Science Courses (21 hours):

MAT 205 Calculus I 3 hours  
MAT 206 Calculus II 3 hours  
MAT 207 Calculus III 3 hours  
MAT 208 Calculus IV 3 hours  
MAT 210 Linear Algebra 3 hours  
MAT 300 Ordinary Differential Equations 3 hours  
CSC 216 Programming I 3 hours

II. Required Natural Science Courses (16 hours):

CHM 101 General Chemistry I 4 hours  
PHY 121 General Physics I 4 hours  
PHY 122 General Physics II 4 hours  
PHY 205 Periodic Motion and Waves 4 hours

III. Elective Courses (10-12 hours; at least one 300-level course):

CHM 320 Inorganic Chemistry 3 hours  
CHM 361 Chemical Thermodynamics 3 hours  
CHM 362 Quantum Chemistry 4 hours  
ECO 202 Intermediate Macroeconomic Theory 3 hours  
ECO 204 Intermediate Microeconomic Theory 3 hours  
PHY 212 Modern Physics 4 hours  
PHY 305 Classical Dynamics 3 hours  
PHY 350 Quantum Mechanics 3 hours  
\*CHM 396 Special Topics in Chemistry 3 or 4 hours  
\*ECO 396 Special Topics in Economics 3 or 4 hours  
\*MAT 396 Special Topics in Mathematics 3 or 4 hours  
\*PHY 396 Special Topics in Physics 3 or 4 hours  
\*must be an approved special topics course

IV. Senior Capstone Course (3 hours):

MAT 405 Mathematical Modeling 3 hours  
MAT 419 Probability and Statistics 3 hours

**Recommended Course Sequence.** The major in Applied Mathematical Science may be completed in four years by students lacking specific college preparatory experience in mathematics and physical science. However, students intending to complete the Dual-Degree in Engineering program within three years at Wesleyan and five years in total should arrive at Wesleyan prepared for college calculus, should consult with the Dual-Degree program advisor as soon as possible, and should plan their Wesleyan studies based on the following three-year schedule.

Recommended Course Sequence for Applied Mathematical Science:

First Year: Fall

WIS 101, MAT 205, two general education courses

First-Year: Spring

Writing Competency Course, MAT 206, three general education courses

Sophomore Year: Fall

MAT 207, CSC 216, PHY 121, two general education courses

Sophomore Year: Spring

MAT 208, PHY 122, two general education courses

Junior Year: Fall

PHY 205

MAT 210, elective/MAT 419, elective/general education, two general education courses

Junior Year: Spring

MAT 300, elective/MAT 405, elective/general education, two general education courses

**Mathematics (MAT) Gen. Ed. Course Descriptions**

**140: Precalculus Mathematics.**

**Goal:** To study, with emphasis on the function concept, the essentials of trigonometry and analytical geometry.

**Content:** Properties, graphs, and applications of trigonometric and inverse trigonometric functions; trigonometric identities and equations; systems of equations; conic sections; introduction to vectors, matrices, and complex numbers.

**Taught:** Spring.

**Prerequisites:** Two years of high school algebra and one year of high school geometry or the equivalent and sufficiently high score on the mathematics placement exam, or permission of the instructor, or MAT 130.

**Gen. Ed. Category:** Developing; Quantitative Reasoning Competency; (SM).

**Credit:** 3 hours.

**150: Modeling with Algebra.**

**Goal:** To study selected topics from college algebra and their applications

**Content:** Topics include the graphs and properties of linear, power, exponential, logarithmic, and polynomial functions. Applications of these functions will employ real-life data, incorporate numerical, symbolic, and geometric methods of analysis, and fit curves to the data by using least-squares criteria.

**Taught:** Fall.

**Prerequisite:** MAT 130 or equivalent.

**Gen. Ed. Category:** Developing; Quantitative Reasoning Competency; (SM).

**Credit:** 3 hours.

**192: Introduction to Mathematical Reasoning.**

**Goal:** To learn how to analyze and solve problems encountered in various areas of mathematics, in real life, and in other areas of study.

**Content:** Topics covered include problem solving, patterns in mathematics, deductive and inductive reasoning, logic, analyzing arguments, set theory, the real number system, number theory, numeration systems, graphical descriptions of data, counting methods, and basic probability and statistics.

**Taught:** Fall, Spring.

**Prerequisite:** None.

**Gen. Ed. Category:** Developing; Quantitative Reasoning Competency; (SM).

**Credit:** 3 hours.

**205: Calculus I.**

**Goal:** To study the concepts of differential calculus.

**Content:** Properties and graphs of algebraic and transcendental functions, limits, continuity, the derivative and some of its applications, and antiderivatives.

**Taught:** Fall, occasionally Spring.

**Prerequisites:** MAT 140 or equivalent, or two years of high school algebra, one year of high school geometry, and at least a semester of trigonometry.

**Gen. Ed. Category:** Developing; Quantitative Reasoning Competency; (SM).

**Credit:** 3 hours.

**206: Calculus II.**

**Goal:** To study the concepts of integral calculus.

**Content:** Riemann sums, the Fundamental Theorem of Calculus, techniques of integration, applications of the definite integral, and indeterminate forms.

**Taught:** Spring, occasionally Fall

**Prerequisites:** MAT 205 or equivalent.

**Gen. Ed. Category:** Developing; Quantitative Reasoning Competency; (SM).

**Credit:** 3 hours.

**220: Statistical Methods.**

**Goal:** To introduce students to the logic of designing an experiment and interpreting the quantitative data derived from it.

**Content:** A study of the binomial and normal distributions, measures of central tendency, tests of hypotheses, chi-square tests, tests for homogeneity and independence, confidence intervals, regression, and correlation.

**Taught:** Fall, Spring.

**Prerequisite:** MAT 126, 130, 140, 192, or equivalent placement.

**Gen. Ed. Category:** Developing; Quantitative Reasoning Competency; (SM).

**Credit:** 3 hours; cross-listed as PSY 220

**Mathematics (MAT) Other Course Descriptions****130: College Algebra.**

**Goal:** To study, with emphasis on the function concept, the essentials of algebra.

**Content:** General properties of graphs and functions; properties, graphs, and applications of polynomial, rational, exponential and logarithmic functions.

**Taught:** Fall.

**Prerequisite:** Two years of high school algebra and one year of high school geometry or the equivalent.

**Credit:** 3 hours.

**207: Calculus III.**

**Goal:** To expand the study of differential and integral calculus to an intermediate level.

**Content:** Indeterminate forms, improper integrals, sequences and infinite series, Taylor polynomials and power series, conics, polar co-ordinates, and an introduction to numerical methods and approximations.

**Taught:** Fall.

**Prerequisites:** MAT 206 or equivalent.

**Credit:** 3 hours.

**208: Calculus IV.**

**Goal:** To study the extension of the concepts of calculus to functions of several variables.

**Content:** Properties of functions of several variables, differentiation and integration in  $R^n$ , vectors, parametric equations.

**Taught:** Spring.

**Prerequisites:** MAT 206 or equivalent.

**Credit:** 3 hours.

**210: Linear Algebra.**

**Goal:** To introduce the elements of linear algebra. To apply the theory of matrices to solve appropriate problems, including systems of linear equations.

**Content:** Matrices, determinants, linear systems, vector spaces, bases, linear transformations, inner products, eigenvalues, eigenvectors, and diagonalization.

**Taught:** Fall, occasionally Spring.

**Prerequisite:** MAT 205.

**Credit:** 3 hours.

**230: Discrete Mathematics.**

**Goal:** To study the basic properties of some discrete mathematical structures and to initiate the rigorous study of mathematical methods of proof.

**Content:** Graphs and trees, elementary number theory, including counting techniques and recursion; set theory, relations, and methods of proof, including mathematical induction and limit proofs.

**Taught:** Fall, occasionally Spring.

**Prerequisites:** MAT 206 or equivalent.

**Credit:** 3 hours.

**300: Ordinary Differential Equations.**

**Goal:** To explore methods of solving ordinary differential equations. To expand upon the techniques learned in the calculus sequence.

**Content:** A study of first and second order differential equations and of higher order linear differential equations, including power series methods, Laplace transform, and a brief introduction to numerical techniques.

**Taught:** Spring.

**Prerequisites:** MAT 205 and 206; 207 as a co- or prerequisite.

**Credit:** 3 hours.

**311: Abstract Algebra I.**

**Goal:** To study the algebraic properties of groups and rings by means of a rigorous axiomatic approach, focusing on the use of logic and on various methods of proof.

**Content:** A study of groups, subgroups, rings, ideals, domains, unique factorization domains, and ideal domains.

**Taught:** Fall. Alternate years.

**Prerequisite:** MAT 210 and 230.

**Credit:** 3 hours.

**312: Abstract Algebra II.**

**Goal:** To continue the study of algebraic properties of rings and fields. To expand understanding and use of various methods of proof. To prepare students for graduate level mathematics.

**Content:** A study of fields, modules, and Galois theory.

**Taught:** Spring. Alternate years.

**Prerequisite:** MAT 311.

**Credit:** 3 hours.

**396: Special Topics in Higher Mathematics.**

**Goal:** To provide an opportunity to examine in greater depth an area of higher mathematics.

**Content:** An in-depth examination of an area in advanced mathematics. The topics covered will vary. Representative special topics include graph theory, combinatorics, history of mathematics, and fractal geometry.

**Taught:** Offered occasionally.

**Prerequisite:** Permission of instructor.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**401: Real Analysis I.**

**Goal:** To examine more intensively topics presented in the calculus sequence, focusing on the roles of rigorous proof and logic.

**Content:** A study of the algebraic and topological properties of the ordered field of real numbers, sets, functions, limits, continuity, differentiation, and integration.

**Taught:** Fall. Alternate years.

**Prerequisite:** MAT 205-208 and 230.

**Credit:** 3 hours.

**402: Real Analysis II.**

**Goal:** To extend the concepts and techniques presented in MAT 401. To extend the calculus sequence to functions of several variables. To prepare students for graduate level mathematics.

**Content:** A study of the analytical properties of functions of several real variables, including differentiation, the inverse function theorem, integration, simplexes, and chains.

**Taught:** Spring. Alternate years.

**Prerequisites:** MAT 210 and 401.

**Credit:** 3 hours.

**405: Mathematical Modeling.**

**Goal:** To provide an opportunity for students to make connections between mathematics and other disciplines. To enable each student to analyze and adopt a particular model and to present her results in a public forum.

**Content:** An introduction to mathematical modeling and computer simulation of real-world phenomena, with special attention paid to the initial formulation of the model, the computer implementation of the model, and the interpretation of the mathematical or numerical results. The topics covered will include optimization models, dynamic models, and

probability models while real-world phenomena will be drawn from such disciplines as biology, economics, chemistry, physics, political science, psychology, and sociology.

**Taught:** Spring. Alternate years.

**Prerequisites:** MAT 205-208, MAT 210, MAT 300, PHY 121, or permission of the instructor.

**Credit:** 3 hours. This course may be taken to fulfill the requirement for the senior integrative experience in Physics.

**415: Complex Analysis.**

**Goal:** To provide a capstone experience for mathematics majors and to further prepare students for graduate level study through the introduction and study of complex numbers and functions of a single complex variable.

**Content:** Complex numbers, complex valued functions, complex differentiation, complex integration, and properties and applications of complex analytic functions.

**Taught:** Spring. Alternate years.

**Prerequisites:** MAT 311 or 401.

**Credit:** 3 hours.

**419: Probability and Statistics.**

**Goal:** To study basic mathematical theory, methods, and techniques in probability and statistics, and to examine applications.

**Content:** A calculus-based treatment of discrete and continuous probability distributions and their applications, including the binomial, hypergeometric, Poisson, uniform, geometric, and normal distributions. Hypothesis testing and chi-square tests.

**Taught:** Fall. Alternate years.

**Prerequisite:** MAT 206.

**Credit:** 3 hours. This course may be taken to fulfill the requirement for the senior integrative experience in Physics.

**451: Directed Independent Study.**

**Goal:** To enable an intensive exploration of a topic of special interest. To promote original, independent, creative, and critical thinking.

**Content:** Directed independent work of a critical or analytical nature. Under careful faculty supervision, qualified students are encouraged to develop originality of thought and thoroughness of method. Emphasis on research methods.

**Taught:** Offered occasionally.

**Prerequisite:** Permission of program director.

**Credit:** 1-6 hours.

**452/199: Field Study.**

**Goal:** To provide the mathematics student with practical experience in some area.

**Content:** A practical experience in some area of mathematics, such as actuarial science, computer programming, or teaching. A brief plan including objectives, anticipated activities, a list of readings, and the nature of reports to be submitted to the sponsor.

**Taught:** Offered occasionally.

**Prerequisites:** Adequate background, permission of advisor, program director, faculty sponsor, and the Director of Career Development.

**Credit:** 1-12 hours.

**499: Honors Thesis. (Fee required)**

# Music

The Music Department provides a dynamic environment for the student musician as well as for the general student. Instruction in music is available to all students and the music ensembles and private music lessons offer the kind of direct experience with music that is central to the liberal arts. The department offers concerts and performances by the music faculty, by music students, and by the student ensembles.

The Music Department provides a challenging environment for the music scholar. Students engage in research projects in most music classes, including some introductory courses. Advanced courses in music history and literature offer additional opportunities for students to develop research skills.

The Music Department provides a stimulating environment for the College community, encouraging the interaction of various disciplines with music. Students with a wide range of majors find that their participation in music opportunities, through performance and through attendance at events, provides a rich and memorable component to their college experience.

The Music Department participates in Macon's broader music community, offering leadership to a number of community arts and religious organizations. Music faculty and students provide support to much of the fine arts community.

## **Major Program**

The music major at Wesleyan College is designed to assist the student to develop her full potential as a musician/scholar. The curriculum offers a broad background that will develop basic musicianship and performance skills while providing the student with principles that lead to a fuller intellectual grasp of the art.

Student learning outcomes for the program are:

- I. Students can identify, from music notation, the foundational elements of music, including aspects of harmony, melody, rhythm, and form.
- II. Students can aurally identify foundational elements of music, including aspects of harmony, melody, rhythm, form, and style.
- III. Students will develop functional skill on the keyboard and in sight singing as a means of learning and understanding music.
- IV. Students can name the principle periods in music history and can identify genres and stylistic features unique to each period.
- V. Students will demonstrate technical facility, exhibit musical understanding, and communicate expressively through both solo and ensemble performances.
- VI. Students will integrate and apply knowledge in work, research, and/or performance.

Students who intend to pursue a music major should plan to audition in their primary performance area before their first semester at Wesleyan. Students who have been pursuing the music minor may also audition for the major at any time.

**Integrative Experience.** Each student will complete a General Education Integrative Experience in which she enhances her capacity for integrative thinking through an interdisciplinary capstone experience that encourages her to make connections between her major and her general education. This experience will help her reflect on the methods, approaches, and/or content of her major discipline and give her an opportunity to connect her discipline with both her general education and with the world outside the classroom. The integrative experience requirement is fulfilled in the music major by MUS 470: Senior Seminar.

**Professional Development.** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. To develop her understanding of how a liberal arts education enhances students' preparation for careers and further professional growth, each student will participate in professional preparation

or reflection. Professional development is fulfilled in the music major by MUS 470: Senior Seminar (for those in the general track) and by MUS 470: Senior Seminar and MUS 471: Senior Music Recital (for those in a performance track).

**Minor Program.** The music minor at Wesleyan College is designed to assist the student with an interest in another major to begin to develop her potential as a musician/scholar. It seeks to encourage students at many levels of performance ability to explore the rewards of intense study in the discipline, including the areas of music theory, history, and literature.

**Musical Theatre.** Students with interest in Musical Theatre are encouraged to choose the music major with the theatre minor, the theatre major with the music minor, or the self-designed interdisciplinary major.

**Music Education.** Students with interest in Music Education are encouraged to double major in Music and Education or major in Music and minor in Education.

### **Major Requirements:**

#### **General Music Track:**

<b>Learning Outcome</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
I, II, and III.	MUS 181	Foundations of Music	3 hours
	MUS 182	Harmony and Tonality	3 hours
	MUS 280	Advanced Harmony and Tonality	3 hours
	MUS 282	Form and Analysis	3 hours
IV.	MUS 150	From Bach to Rock	3 hours
	<i>or MUS 215</i>	<i>or Women, Music, and Culture</i>	
	MUS 331 & 332	History of Music I & II	6 hours
V.	Applied Ensemble	Applied Lessons at least 4 semesters in the same instrument (2 semesters of Voice or Piano class are acceptable)	6 hours
	MUP 101, 102, 103, or 104		6 hours
VI.	MUS 470	Senior Seminar Music Electives	3 hours <u>4 hours</u>
<b>Total: 40 hours</b>			

#### **Voice Emphasis Track:**

<b>Learning Outcome</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
I, II, and III.	MUS 181	Foundations of Music	3 hours
	MUS 182	Harmony and Tonality	3 hours
	MUS 280	Advanced Harmony and Tonality	3 hours
	MUS 282	Form and Analysis	3 hours
	MUP 107 & 108	Piano Class <i>or Applied Piano Lessons</i>	2 hours
IV.	MUS 315	History of Vocal Literature, Performance, and Style	2 hours
	MUS 331 & 332	History of Music I & II	6 hours
V.	MUP X14/X24	Applied Voice Lessons	7 hours
	MUP 101 or 102	Vocal Ensemble	8 hours
	MUS 286	Diction for Singers	3 hours
VI.	MUS 470	Senior Seminar	3 hours

<b>Other</b>	MUP 471	Senior Music Recital Music Electives	2 hours <u>3 hours</u>
<b>Total: 48 hours</b>			

*Non-music requirement: Language not used to satisfy general education requirement: 6 hours.  
This can be two additional 101 courses, another 101 and 102 course, or advanced coursework in one language.*

### Piano Emphasis Track:

<b>Learning Outcome</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
I, II, and III.	MUS 181	Foundations of Music	3 hours
	MUS 182	Harmony and Tonality	3 hours
	MUS 280	Advanced Harmony and Tonality	3 hours
	MUS 282	Form and Analysis	3 hours
IV.	MUS 150 <i>or MUS 215</i>	From Bach to Rock <i>or Women, Music, and Culture</i>	3 hours
	MUS 284	Masterworks for Piano	3 hours
	MUS 331 & 332	History of Music I & II	6 hours
V.	MUP X15/X25 MUP X16/X26	Applied Piano Lessons Applied Organ Lessons <i>or Applied Harpsichord Lessons</i>	7 hours 2 hours
	MUS 310	Sight Reading at the Piano	3 hours
	Ensemble	MUP 101, 102, 103, or 104 <i>(at least two credits must be vocal ensembles)</i>	6 hours
	MUP 105/106	Voice Class <i>or Applied Voice Lessons</i>	1 hour
VI.	MUS 470 MUP 471	Senior Seminar Senior Music Recital	3 hours <u>2 hours</u>
<b>Total: 48 hours</b>			

### Organ Emphasis Track:

<b>Learning Outcome</b>	<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
I, II, and III.	MUS 181	Foundations of Music	3 hours
	MUS 182	Harmony and Tonality	3 hours
	MUS 280	Advanced Harmony and Tonality	3 hours
	MUS 282	Form and Analysis	3 hours
IV.	MUS 331 & 332 MUS 340	History of Music I & II Organ Literature	6 hours 3 hours
V.	MUP X16/X26	Applied Organ Lessons <i>(two hours may be satisfied by MUP X15/X25)</i>	7 hours*
	Ensemble	MUP 101, 102, 103, or 104 <i>(at least four credits must be vocal ensembles)</i>	8 hours
	MUP 105/106	Voice Class <i>or Applied Voice Lessons</i>	2 hours
VI.	MUS 470 MUP 471	Senior Seminar Senior Music Recital	3 hours <u>2 hours</u>
Other		Music Electives	<u>5 hours</u>
<b>Total: 48 hours</b>			

*Non-music requirement: Religion, 3 hours.*

### **Minor Requirements: Music**

<b>Course Code</b>	<b>Course Name</b>	<b>Credits</b>
MUS 181	Foundations of Music	3 hours
MUS 182	Harmony and Tonality	3 hours
MUS 150 <i>or MUS 215</i>	From Bach to Rock <i>or Women, Music, and Culture</i>	3 hours
Ensemble Applied	MUP 101, 102, 103, or 104 Applied lessons in the same instrument (2 semesters of voice or piano class are acceptable)	5 hours <u>4 hours</u>

**Total: 18 hours**

**Resources for Non-Majors.** Music courses available to all students include private music instruction, music ensembles, and a variety of topic courses. Music students and faculty appear regularly in recitals. Concerts, recitals, workshops, and master classes by guest artists are offered for the College and community.

Two auditioned choral ensembles with strong traditions of excellence are open to all Wesleyan students. The Concert Choir is the larger ensemble and performs concerts each semester for the campus and community. The Wesleyannes, the smaller group, is a chamber chorus; this ensemble gives frequent performances throughout the school year both on and off campus. An annual concert tour is a tradition for both organizations. There is also an instrumental ensemble open to the general student population by audition.

**Postgraduate Opportunities.** Students who major in music may pursue graduate study in a variety of specialized music areas such as performance, church music, music history, or music teaching. Many find employment in a church as singer, organist, and/or choir director. Graduates often establish studios for private teaching. The training and discipline received through music study can provide an excellent foundation for graduate work in humanities and social science areas as well.

**Concerts and Recitals/Attendance.** Opportunities abound for the student to hear music at Wesleyan. Music faculty and students perform often. The College offers a series of convocations and other programs which bring artists to campus. The Macon Concert Association presents an annual concert series in Porter Auditorium with tickets available to students without charge.

The Music Department considers attendance at concerts, masterclasses, and recitals to be an essential part of the music student's education. Therefore, students enrolled in private study are required to attend designated events. This requirement is reflected in the student's applied music grade.

**Performing Opportunities.** Master classes are offered in voice, organ, and piano. Performance classes and department recitals provide the student opportunities to perform before an audience of her peers. The Concert Choir, Wesleyannes, and Instrumental Ensemble offer concerts for the community each term and often feature solo performers. The music faculty endorses performances as a vital and indispensable part of music learning. However, a student must obtain the permission of her applied primary instructor before accepting a public performance engagement.

### **Music (MUS) Gen. Ed. Course Descriptions**

#### **MUS 150: From Bach to Rock.**

**Goal:** To provide students with an historical overview of the way in which music has developed in our culture, from the earliest examples until today.

**Content:** Students will learn about the elements and principles common to all types of music. Stylistic periods, genres, composers, and specific pieces will be studied throughout the course. The music will also be examined as a product of the particular cultural and political climate in which it was conceived.

**Prerequisite:** None.

**Taught:** Regularly.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena; (FA).

**Credit:** 3 hours.

#### **MUS 181: Foundations of Music.**

**Goal:** To introduce students to basic musical concepts.

**Content:** Students will develop an understanding of musical notation, scales, intervals, and basic harmony, and will learn to use the keyboard and solfege as tools for studying music.

**Taught:** Fall.

**Gen. Ed. Category:** Developing; Quantitative Reasoning Competency, (FA).

**Credit:** 3 hours.

#### **MUS 215: Women, Music, and Culture.**

**Goal:** To challenge students to engage actively and to think critically about women's roles and the power of perspective in historical narrative. Students will learn how to listen and analyze a number of musical styles and genres, as well as consider issues such as gender and control in music and how women are perceived cross-culturally.

**Content:** This course will examine the contributions of women involved in the world of music, including composers, producers, consumers, performers, and educators. The course will cover the major historical music periods as well as a number of popular and world music styles.

**Taught:** Regularly.

**Gen Ed. Category:** Expanding, Women's Experiences, (FA).

**Credit:** 3 hours; cross-listed as WST 215.

### **Music (MUS) Other Course Descriptions**

#### **MUS 182: Harmony and Tonality.**

**Goal:** This course will focus on understanding the compositional process in common practice Western music as well as developing the skills of sight singing and ear training.

**Content:** This course deals with harmony, the sound that results from the combination of two or more pitches, and how it was handled by the great composers of Western music. Understanding will be gained by analyzing music as well as the writing of short musical examples.

**Taught:** Spring.

**Prerequisite:** MUS 181.

**Credit:** 3 hours. (the class will meet 5 days a week).

#### **MUS 278: Teaching Children Through Music.**

**Goal:** To prepare classroom teachers to conduct appropriate music activities and to teach music effectively in grades P-5.

**Content:** Basic music concepts, skills, and materials appropriate for elementary school children in the classroom.

**Taught:** Spring. Alternate years.

**Credit:** 3 hours.

#### **MUS 280: Advanced Harmony and Tonality.**

**Goal:** This course will focus on a more advanced understanding of the compositional process in common practice Western music as well as further developing the skills of sight-singing and ear training.

**Content:** The goal of this course is to expose students to more advanced harmonic procedures, such as secondary dominants, modulations, and borrowed chords, as well as techniques used in modern music. These goals will be accomplished by analyzing music as well as the writing of short musical examples and more extended compositions.

**Taught:** Fall.

**Prerequisites:** MUS 182.

**Credit:** 3 hours.

#### **MUS 282: Form and Analysis.**

**Goal:** An exploration of the principles governing large-scale musical organization from Renaissance polyphony to the innovative approaches to musical form in the 20th century.

**Content:** The course develops an understanding of contrapuntal forms in the Renaissance and Baroque (including fugue), Classical forms such as sonata and rondo and their expansion in the Romantic era, as well as formal procedures in modern music. Aural and visual recognition of composers, compositional processes, and genres will be emphasized.

**Taught:** Spring.

**Prerequisites:** MUS 280.

**Credit:** 3 hours.

**MUS 284: Masterworks for Piano.**

**Goal:** Student will organize and articulate ideas related to music studied. This will include concerto, chamber works and solo work. Cultural frame of reference will be addressed.

**Content:** Students will respond to a list of questions appropriate to each masterwork studied. Then a similar piece will be assigned to the student for performance, and after the necessary research, she will put the piece into perspective using similar criteria. Technical and musical demands will be researched as well as attention to form and some harmonic analysis.

**Taught:** Fall. Alternate years.

**Prerequisite:** MUS 181 and MUS 182.

**Credit:** 3 hours.

**MUS 286: Diction for Singers.**

**Goal:** To learn correct pronunciation and articulation for singing in English, Italian, Latin, French, German, and Spanish. The International Phonetic Alphabet (IPA) will be an integral tool in this process.

**Content:** The literature covered will include pieces from choral and solo vocal literature in various languages.

**Taught:** Alternate years.

**Prerequisite:** Two semesters of Applied Voice.

**Credit:** 3 hours.

**MUS 310: Sight Reading at the Piano.**

**Goal:** To acquaint the student with the wide body of literature available to pianists from the late Renaissance through the present. Emphasis will be placed on sight reading quantities of example literature from this time span.

**Content:** A survey of literature for the piano from the early English school through the present.

**Taught:** Alternate years.

**Prerequisite:** Two semesters of applied piano study and the permission of the instructor.

**Credit:** 3 hours.

**MUS 315: History of Vocal Literature, Performance and Style.**

**Goal:** A study of solo vocal literature from a historical perspective with emphasis upon performance and style. Students will be expected to develop a vocabulary for discussing and writing about this repertoire; oral presentations are included.

**Content:** Italian, German, French, British, Spanish and American song repertoire will be explored. Women composers and their contributions to vocal literature will be highlighted.

**Taught:** Alternate years.

**Prerequisite:** MUS 181 and MUS 182.

**Credit:** 2 hours.

**MUS 331, 332: History of Music I, II.**

**Goal:** To introduce students to the major stylistic periods of music in western civilization through the study of musical scores and recordings, as well as assigned texts. To explore the intersections of western and non-western music traditions in the development of musical style. To introduce students to the methodology of music history through the selecting of an area of interest, surveying the available literature on the subject, and presenting the information in both written and oral communication.

**Content:** Music from the Middle Ages through the mid-eighteenth century will be explored in MUS 331. MUS 332 begins with music of the Viennese Classicists and concludes with music from the modern era.

**Taught:** Fall, Spring. Alternate years.

**Prerequisite:** For 331, MUS 181 and 182 or permission of Instructor. For 332, MUS 331 or permission of Instructor.

**Credit:** 3 hours.

**MUS 340: Organ Literature.**

**Goal:** To acquaint students with the body of literature available to organists from the 16th century through the present. Students will study works intended for concert use as well as those designed for liturgical purposes.

**Content:** A survey of organ literature from the earliest known examples through the present.

**Taught:** As needed.

**Prerequisite:** Permission of Instructor.

**Credit:** 3 hours.

**MUS 396: Special Topics in Music.**

**Goal:** To offer the student opportunities to pursue fields of study outside of traditionally offered courses.

**Content:** An in-depth examination of a special area of music. Topics offered vary from time to time. Representative topics include music composition, conducting, choral repertoire, women in music, workshop in opera/musical theatre, etc.

**Taught:** Offered occasionally.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**MUS 451: Directed Independent Study.**

**Goal:** To permit the student to explore a topic of study not covered in the regular course structure. To encourage a concentrated course of study for the serious and independent student.

**Content:** Varies according to interest of student; to be agreed upon by student and professor, with the approval of the program director.

**Taught:** Offered occasionally.

**Prerequisites:** Permission of instructor and program director.

**Credit:** 1-6 hours.

**MUS 452: Field Study.**

**Goal:** To offer the student the opportunity for workplace experience related to music.

**Content:** Practical work in the area of music.

**Taught:** Offered occasionally.

**Prerequisites:** Permission of the faculty advisor and the faculty sponsor.

**Credit:** 1-12 hours.

**MUS 470: Senior Seminar.**

**Goal:** To provide a capstone course for majors in which students complete a significant research project and explore options for potential career paths or possible educational endeavors.

**Content:** Study and discussion of music research methods, and of career possibilities and professional work environments/expectations. Students will give an oral presentation of their projects at the end of the semester.

**Taught:** Fall.

**Prerequisites:** Senior status.

**Credit:** 3 hours

**Music Performance (MUP) Gen. Ed. Course Descriptions****MUP 101: Concert Choir.**

**Goal:** Students will be taught to sing well and express creatively within the context of a choral ensemble. Focus will be given to musicianship, vocal technique, diction and interpretation. The importance of musical discipline will be emphasized in rigorous rehearsals. A high priority is placed on the responsibility of the individual singer to the ensemble.

**Content:** Repertoire will be chosen from various styles and languages. Emphasis is placed upon individual accuracy, vocal development and cooperation through participation as a member of the ensemble. Artistry and expressive communication is demonstrated by the combined efforts of the whole ensemble in various performances.

**Taught:** Fall, Spring.

**Prerequisites:** Audition and permission of instructor.

**Grading:** Letter grade based on participation, including rehearsal attendance.

**Gen. Ed. Category:** Exploring; thinking and expressing creatively; (FA).

**Credit:** 1 hour. Students may repeat this course for a total of 8 hours credit.

**MUP 103: Instrumental Ensemble.**

**Goal:** To give students an opportunity to perform and express creatively in an instrumental ensemble.

**Content:** Music literature for the instrumentation of the ensemble. Artistry and expressive communication is demonstrated by the combined efforts of the whole ensemble in various performances.

**Taught:** Fall; Spring.

**Prerequisite:** Audition demonstrating music literacy and technical facility on an appropriate musical instrument.

**Gen. Ed. Category:** Exploring; thinking and expressing creatively; (FA).

**Credit:** 1 hour. Students may repeat this course for a total of 8 hours credit.

**MUP 105, 106: Voice Class.**

**Goal:** To acquaint students (non-voice majors) with the various aspects of vocal technique that combine to produce a good singing voice; to enhance students' ability to control performance anxiety; and to encourage self-expression and to enhance students' ability to communicate effectively in front of a group. Students are encouraged to take both semesters in order to build and retain skills learned in these courses.

**Content:** Study of a variety of vocal music.

**Taught:** Fall (105), Spring (106)

**Prerequisite:** MUP 105 or permission of instructor is a prerequisite for MUP 106.

**Gen. Ed. Category:** Exploring; thinking and expressing creatively; (FA).

**Credit:** 1 hour.

**MUP 107, 108: Piano Class.**

**Goal:** To introduce students to playing the piano and to develop technical skills and musicianship. Students are encouraged to take both semesters in order to build and retain skills learned in these courses.

**Content:** Reading rhythmic and pitch notation, playing melodies with chordal accompaniments and simple countermelodies. Playing of melodies and accompaniments from vocal literature.

**Taught:** Fall (107), Spring (108).

**Prerequisite:** MUP 107 or permission of instructor is a prerequisite for MUP 108.

**Gen. Ed. Category:** Exploring; thinking and expressing creatively; (FA).

**Credit:** 1 hour.

**Music Performance (MUP) Other course descriptions****MUP 102: Wesleyannes.**

**Goal:** Students are given the opportunity to experience singing in a chamber ensemble, with a high level of musical understanding and expressiveness. Music is often performed from memory and without a conductor, placing greater responsibility upon the members of the ensemble. Focus is given to continued development of vocal technique and musicianship.

**Content:** A variety of repertoire, including popular as well as more serious styles. Frequent performing opportunities on the campus and in the community.

**Taught:** Fall, Spring

**Prerequisites:** Annual audition from among students who have satisfactorily completed at least two semesters of concert choir, including the spring tour or permission of instructor.

**Grading:** Letter grade based on participation, including rehearsal attendance.

**Credit:** 1 hour. Students may repeat this course for a total of 8 hours credit.

**MUP 104: Percussion Ensemble.**

**Goal:** Students will be taught the basic rudiments of rhythm and will be asked to develop rhythmic skill in combination with various types of percussion instruments. Students will be given individual attention but will also be asked to perform pieces in combination with other students as an ensemble. Types of instruments to be used will include various types of drums, keyboard percussion instruments (xylophone, bells, etc.), and numerous auxiliary percussion instruments.

**Content:** Music literature for percussion instruments and rhythmic exercises.

**Taught:** Occasionally.

**Prerequisite:** None.

**Credit:** 1 hour. Students may repeat this course for a total of 8 hours credit.

**MUP 201: Music Performance and Production.**

**Goal:** To provide students with staged musical performance experiences.

**Content:** Participation in rehearsal and production of operas, operettas, musical theater pieces, or scenes programs.

Content will vary.

**Taught:** Spring. Alternate years.

**Prerequisite:** Audition and permission of instructor.

**Credit:** 1 hour.

**MUP 471: Senior Music Recital.**

**Goal:** To encourage and develop musical, artistic, and technical skill at an advanced level and to develop the understanding and stamina required to plan and execute a solo recital.

**Content:** Repertoire from a wide range of periods and genres. Concert and master class attendance is required. A recital

pre-hearing must be passed four weeks before the scheduled recital date.

**Taught:** Spring or as needed.

**Prerequisites:** 7 semesters of applied instruction in the same instrument and/or permission of instructor.

**Credit:** 2 hours (hour-lesson applied music fee required).

#### **Music Performance (MUP) - Applied Lessons (Fee required)**

**MUP 111 – 211 – 311 – 411: Applied Percussion Lessons (half-hour lesson).**

**MUP 121 – 221 – 321 – 421: Applied Percussion Lessons (hour lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively on a percussion instrument.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring.

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level.

**MUP 112 – 212 – 312 – 412: Applied Woodwind Lessons (half-hour lesson).**

**MUP 122 – 222 – 322 – 422: Applied Woodwind Lessons (hour lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively on a woodwind instrument.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring.

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level.

**MUP 113 – 213 – 313 – 413: Applied Brass Lessons (half-hour lesson).**

**MUP 123 – 223 – 323 – 423: Applied Brass Lessons (hour lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively on a brass instrument.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring.

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level..

**MUP 114 – 214 – 314 – 414: Applied Voice Lessons (half-hour lesson).**

**MUP 124 – 224 – 324 – 424: Applied Voice Lessons (hour lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively in voice.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level.

**MUP 115 – 215 – 315 – 415: Applied Piano Lessons (half-hour lesson).**

**MUP 125 – 225 – 325 – 425: Applied Piano Lessons (hour lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively on piano.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level.

**MUP 116 – 216 – 316 – 416: Applied Organ Lessons (half-hour lesson).**

**MUP 126 – 226 – 326 – 426: Applied Organ Lessons (hour lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively on organ.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring.

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level.

**MUP 117 – 217 – 317 – 417: Applied Harpsichord Lessons (half-hour lesson).**

**MUP 127 – 227 – 327 – 427: Applied Harpsichord Lessons (hour lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively on the harpsichord.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring.

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level.

**MUP 118 – 218 – 318 – 418: Applied String Lessons (half-hour lesson).**

**MUP 128 – 228 – 328 – 428: Applied String Lessons (hour lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively on a violin, viola, string bass or cello.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring.

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level.

**MUP 119 – 219 – 319 – 419: Applied Guitar Lessons (half-hour lesson).**

**MUP 129 – 229 – 329 – 429: Applied Guitar Lessons (hour lesson).**

**Goal:** To encourage and further both musical and technical development as a means of expressing creatively on the acoustic guitar.

**Content:** Repertoire from various genres and periods. Concert and/or masterclass attendance is required.

**Taught:** Fall, Spring.

**Prerequisites:** Audition and permission of instructor. Students must earn 2 hours at each level before moving to the next higher level.

**Credit:** 1 hour. Students may repeat each level only once for a total of two credits in each level.

# Neuroscience

Neuroscience explores the structure and function of the nervous system and its roles in human and animal behavior, perception, development, and physiology. As an interdisciplinary field, neuroscience combines the theoretical foundations and methodologies of experimental psychology, biology, physiology, pharmacology, biophysics, and mathematics. A neuroscience major prepares the student for graduate programs in neuroscience itself and as a double major or minor enhances the competitive position of students for graduate programs in any of the contributing fields, as well as medical, veterinary, dental, and allied health professions.

The student learning objectives for students majoring in neuroscience are:

- I. to demonstrate an understanding of the central theoretical framework of modern neuroscience;
- II. to recognize and explain common patterns in the development, organization, function, and diversity of animal nervous systems;
- III. to develop and demonstrate proficiency in some of the central methodologies and experimental techniques of modern neuroscience, including electrophysiology from cells, nerves and networks, biobehavioral recording, neurohistology, and neuropharmacology;
- IV. to interrelate and appreciate the unique contributions of the multiple scientific disciplines which contribute to the field of neuroscience and its current literature; and
- V. to apply knowledge about the nervous system to exploring and understanding related fields in biology and psychology, such as development, anatomy, physiology, behavior, cognition, and learning.

**Major requirements: Neuroscience:** The major program requires a minimum of 50 hours of course work, including the following:

I. Introductory Context Courses (6 courses; 22 hours):

BIO 110 Principles of Biology I (4 hours)  
BIO 112 Principles of Biology II (4 hours)  
CHM 101 General Chemistry I (4 hours)  
CHM 102 General Chemistry II (4 hours)  
MAT 140\* Precalculus (3 hours)  
PSY 101 General Psychology (3 hours)

II. Intermediate Methodology Courses (any 2 courses; 6-7 hours):

BIO 203 Research Methods in Biology (4 hours)  
PSY 220 Statistical Methods (3 hours)  
PSY 230 Reading, Writing, and Review (3 hours)

III. Neuroscience Core Courses (any 2 courses; 7-8 hours):

PSY/NSC 207 Principles of Neuroscience (4 hours)  
BIO/NSC 325 Neurophysiology (4 hours)  
NSC 335 Neuronal Networks and Systems (3 hours)

IV. Neuroscience Content Electives in Biology (any 2 courses; 7-8 hours):

BIO 210 Human Anatomy and Physiology I (4 hours)  
BIO/NSC 315 Animal Behavior (4 hours)  
BIO 320 Molecular Cell Biology (4 hours)  
BIO/NSC 325\*\* Neurophysiology (4 hours)  
BIO 340 Animal Physiology (4 hours)  
BIO/NSC 341 Developmental Biology (4 hours)  
BIO 396\*\*\* Special Topics in Biology (3, 4 hours)  
NSC 396 Special Topics in Neuroscience (3, 4 hours)

V. Neuroscience Content Electives in Psychology (any 2 courses; 6-8 hours):

PSY/NSC 207\*\* Principles of Neuroscience (4 hours)  
PSY/NSC 260 Drugs and Behavior (3 hours)  
PSY/NSC 310 Cognitive Psychology (3 hours)  
PSY/NSC 314 Learning and Memory (4 hours)  
PSY 396\*\*\* Special Topics in Psychology (3, 4 hours)  
NSC 396 Special Topics in Neuroscience (3, 4 hours)

VI. Senior Capstone Course (either course; 2-3 hours):

BIO 440 Senior Integrative Exercise in Biology (2 hours)

PSY 441 Senior Seminar: Research (3 hours)

\*May substitute any calculus course; MAT 205 recommended.

\*\*If not used to fulfill set III - Neuroscience Core Courses requirement.

\*\*\*Must be an approved Special Topics course directly relevant to neuroscience.

Research in Neuroscience (NSC 451/499), Biology (BIO 451/499), or Psychology (PSY 451/499) is also strongly recommended.

For students planning application to graduate or professional programs the following additional courses are strongly recommended:

CHM 221, 222 Organic Chemistry I & II

PHY 115/121 and PHY 116/122 College/General Physics I & II

MAT 205 Calculus I

BIO/PSY 451/499 Directed Research/Honors Research

**Integrative Experience:** The integrative experience requirement is met with BIO 440 Senior Integrative Exercise in Biology or PSY 441 Senior Seminar: Research. In these courses, students work individually to research a focused topic integrating neuroscience concepts and methods with those of another discipline. Students work collaboratively in a small group to organize oral presentations incorporation individual topics into a broader theme, question, or problem. Students present their work at the end of the semester.

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. The neuroscience professional experience requirement can be met by involvement in any of the following related activities: internship, independent study, assisting a faculty member with the instruction of a regular teaching laboratory (teaching assistant), working with a faculty member as part of a laboratory or field research project.

**Minor requirements Neuroscience:** The minor program requires a minimum of 29 hours of course work, including the following:

I. Introductory Context Courses (2 courses; 7 hours):

BIO110 Principles of Biology I (4 hours)

or BIO 103 Human Biology (4 hours)

PSY 101 General Psychology (3 hours)

II. Intermediate Methods Courses (all 3 courses from one of the following two sets; 9-12 hours):

**Biology Set:**

BIO 112 Principles of Biology II (4 hours)

BIO 203 Research Methods in Biology (4 hours)

CHM 101 General Chemistry (4 hours)

**or Psychology set**

PSY 220 Statistical Methods (3 hours)

PSY 230 Reading, Writing, and Review (3 hours)

PSY 305 Research Methods in the Behavioral Sciences (3 hours)

III. Neuroscience Core Courses (any 2 courses; 7-8 hours)

PSY/NSC 207 Principles of Neuroscience (4 hours)

BIO/NSC 325 Neurophysiology (4 hours)

NSC 335 Neuronal Networks and Systems (3 hours)

IV. Neuroscience Elective Courses (any 2 courses; 6-8 hours)

PSY/NSC 207\* Principles of Neuroscience (4 hours)

PSY/NSC 260 Drugs and Behavior (3 hours)

PSY/NSC 310 Cognitive Psychology (3 hours)

PSY/NSC 314 Learning and Memory (4 hours)

BIO 210 Human Anatomy and Physiology I (4 hours)  
BIO/NSC 315 Animal Behavior (4 hours)  
BIO 320 Molecular Cell Biology (4 hours)  
BIO/NSC 325\* Neurophysiology (4 hours)  
NSC 335\* Neuronal Networks and Systems (3 hours)  
BIO 340 Animal Physiology (4 hours)  
BIO/NSC 341 Developmental Biology (4 hours)  
\*\*BIO 396 Special Topics in Biology (3,4 hours)  
\*\*PSY 396 Special Topics in Psychology (3,4 hours)  
NSC 396 Special Topics in Neuroscience (3, 4 hours)

\*If not used to fulfill set III - Neuroscience Core Courses requirement.

\*\*Must be an approved Special Topics course directly relevant to neuroscience.

### **Neuroscience (NSC) Course Descriptions**

#### **207: Principles of Neuroscience.**

**Goal:** To provide the student with an understanding of physiological processes that mediate psychological functioning.

**Content :** The biological bases of sensation, perception, learning, memory, cognition, motivation, emotion, and consciousness; overview of recent and significant developments in this area.

**Taught:** Fall.

**Prerequisite:** PSY 101.

**Credit:** 4 hours; cross-listed as PSY 207.

#### **260: Drugs and Behavior.**

**Goal:** To examine the major classes of drugs which affect behavior, including drugs of abuse and drugs used in the treatment of mental disorders.

**Content:** The pharmacology of drugs of abuse and drugs used in treating mental disorders is explored. Exploration of historical background of drugs as well as social context.

**Taught:** Spring.

**Credit:** 3 hours; cross-listed as PSY 260.

#### **310: Cognitive Psychology.**

**Goal:** To foster an understanding of the human mind and how it operates by discussing the major theories, concepts, and research in cognitive psychology.

**Content:** Detailed examination of how humans encode, perceive, remember, and use the information encountered in daily life. Topics examined include pattern recognition, mental imagery, attention, memory, language, problem solving, creativity, and artificial intelligence.

**Taught:** Fall. Alternate years.

**Prerequisites:** PSY 101.

**Credit:** 3 hours; cross-listed as PSY 310.

#### **314: Learning and Memory.**

**Goal:** To provide students with a clear and comprehensible integration of classic and contemporary achievements in the field of learning and memory.

**Content:** Principles of respondent and operant conditioning as well as memory and cognition in terms of possible mechanisms, current research, the theory.

**Taught:** Spring. Alternate years.

**Prerequisites:** PSY 101 and MAT 220; PSY 305 or BIO 203; or permission of program director.

**Credit:** 4 hours; cross-listed as PSY 314.

#### **315: Animal Behavior.**

**Goal:** To familiarize the student with the biological study of animal behavior. To introduce the student to the major historical and contemporary perspectives of behavioral study. To allow the student to practice field and laboratory methods of behavioral sampling and analysis.

**Content:** A practice-oriented survey of contemporary approaches to animal behavior, including behavioral genetics, behavioral development, neuroethology, behavioral endocrinology, behavioral ecology and evolution, ethology and sociobiology.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 103 or 110; BIO 203 or PSY 305.

**Credit:** 4 hours; cross-listed as BIO 315.

**325: Neurophysiology.**

**Goal:** To familiarize the student with the theoretical bases and experimental methods of modern neurobiology, appropriate to studying the structure and function of individual nerve cells and small neuronal systems.  
**Content:** A practice-oriented introduction to cellular and systems neurobiology. Laboratory exercise and discussion topics will include electrophysiological, histophysiological, and neurochemical techniques, neuronal membrane dynamics, synaptic function and plasticity, sensory coding, sensorimotor coordination, central pattern generation, and network function. Methods of study will include electrophysiological recording from invertebrate and embryonic vertebrate preparations, neurochemical and microsurgical manipulation, computer and electronic simulations, and correlational network analysis.

**Taught:** Fall. Alternate years.

**Prerequisites:** BIO 103 or 110; BIO 203 or PSY 305.

**Credit:** 4 hours; cross-listed as BIO 325.

**335: Neuronal Networks and Systems.**

**Goal:** To familiarize the student with the scientific questions, theories, methods., and practices of studying neuronal networks and systems in animals. To become conversant with the primary scientific literature in network and systems neuroscience, as well as functional neuroethology.

**Content:** A seminar--style course which samples from the range of sensory, motor, and associational neuronal networks and systems in invertebrate and vertebrate animals and the experimental and analytical approaches used to understand them. Instructor - and student-led discussions will use both review texts and the primary neuroscience literature of particularly well-understood systems as source material. This will be supplemented with hands-on exploration of computer-based simulations and models of neuronal networks. Specific topics might include, for example, detection, discrimination, and topographical mapping in visual and olfactory systems, owl and anuran auditory localization, fish electroreception, bat echolocation, crustacean and teleost escape behavior, coordination of leech swimming, locust flight, and birdsong, and the neuronal substrates of daily and seasonal rhythms.

**Taught:** Fall. Alternate Years.

**Prerequisites:** PSY 101; BIO 103 or BIO 110.

**Credit:** 3 hours.

**341: Developmental Biology.**

**Goal :** To introduce the student to the processes and structures involved in the ontogeny of animals.

**Content:** The development of animals from gametogenesis through fertilization, gastrulation, and organogenesis, including intra-and extracellular regulation and control of developmental mechanisms and structures. A comparison of the developmental processes of protostomes and deuterostomes.

**Taught:** Spring Alternate years.

**Prerequisites:** BIO 110, 112, and 203.

**Credit:** 4 hours; cross-listed as BIO 341.

**396: Special Topics in Neuroscience.**

**Goal:** To understand psychological topics not covered in-depth in other courses offered in the department.

**Content:** Topics vary.

**Taught:** Offered occasionally.

**Prerequisites:** None.

**Credit:** 3 hours; cross-listed as PSY (if content applies). A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**451: Directed Independent Study.**

**Goal:** To provide opportunities to engage in faculty-supervised or student-controlled research projects. To study a topic in-depth not ordinarily offered by the department.

**Content:** Topics vary; examples.

**Taught:** Fall, Spring.

**Prerequisites:** Major of senior standing, and consent of instructor.

**Credit:** 3 hours.

**452: Field Study.**

**Goal:** To gain experience in application of psychological findings to community settings.

**Content:** Varies with instructor.

**Taught:** Fall, Spring.

**Prerequisites:** Appropriate background and permission of intern supervisor.

**Credit:** 1-12 hours.

**499: Honors Thesis.** (Fee required)

# Philosophy

One of the things most characteristic of human being is our capacity for reflection, especially self-reflection, i.e., our ability to reflect on our own ability to reflect, a thinking about our own thinking. To engage in philosophical reflection, then, is to reflect on the fundamental nature and meaning of our very existence. The study of philosophy is thus at once both deeply personal (as the question of the meaning of my own existence) and communal (as the question of our shared historical human identity). The study of philosophy always entails a dual focus – first, on the methods and processes of thinking, and second on the determinate histories or traditions of philosophical reflection. It means learning, then, to think for oneself about fundamental issues, while at the same time learning about how others have ventured such reflection. By critically interacting with examples of sustained philosophical reflection on the most fundamental problems of human existence, students can gain greater control of their own reasoning processes as they partake in this fundamental questioning on their own, and can come to have more important critical insights into their world – social and otherwise – and more imaginative and thoughtful responses to life's challenges.

**Minor Requirements: Philosophy.** A minor in philosophy consists of 15 hours distributed as follows:

*Required Courses (9 hours):*

- PHI 101: Introduction to Philosophy 3 hours
- PHI 223: Ethics 3 hours
- PHI 224: Logic 3 hours

*Electives (6 hours):*

Two of the following philosophy courses, at least one of which must be at the 300-level.

- PHI 210: Readings in Philosophy 3 hours
- PHI/REL 216: Faith and Doubt 3 hours
- PHI/REL 306: Seminar in Ancient or Medieval Philosophy 3 hours
- PHI/REL 309: From Modern to Postmodern 3 hours
- PHI/WST 355: Seminar in Gender and Philosophy 3 hours

## Philosophy (PHI) Gen. Ed. Course Descriptions

### **101: Introduction to Philosophy.**

**Goal:** To introduce students to the history of philosophy from its beginning in Greece through the modern times.

**Content:** Through examination of primary texts in translation, students will be introduced to the questions about reality, human existence, God, and the good life that motivated philosophical speculation from its very beginnings in the Greek world through modern times.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena, (HUM).

**Credit:** 3 hours.

### **210: Readings in Philosophy.**

**Goal:** To introduce students to the sorts of questions and issues discussed in philosophical texts and the ways in which philosophers discuss these questions and issues. To help students develop their own skills in the reading and analysis of philosophical texts.

**Content:** Writings from one, two, or three different significant philosophers in the Western tradition. If the course focuses on the work of one philosopher, students and faculty will read together a significant part of that philosopher's work. If the course covers more than one philosopher, students and faculty will consider the philosophers' different approaches to a particular philosophical theme or set of themes. Representative topics might include Chinese philosophy, philosophy and the everyday, or Existentialism.

**Taught:** Alternate years.

**Gen. Ed. Category:** Developing; Writing competency, (HUM).

**Prerequisite:** Satisfactory completion of College writing proficiency requirement.

**Credit:** 3 hours; cross-listed as AST 210 (for Asian content only).

### **216: Faith and Doubt.**

**Goal:** To introduce students to the philosophical issues raised by faith and doubt concerning "the Divine," including the nature of religious language and institutions and the impact such faith and doubt has on views of reality and ethics.

**Content:** Faith in some conception of a "Divinity" is still an important component of human societies, in spite of increasing attacks against faith and in favor of doubt. These debates about faith and doubt employ interesting philosophical arguments and have important philosophical, social, and political ramifications. Students will engage texts that argue for

and against the rationality of belief in divinity, the importance of faith and doubt on views of social and ethical life, and differing views of reality connected with faith and doubt.

**Taught:** Alternate years.

**Gen. Ed. Category:** Exploring; Individuals & Communities, (HUM).

**Credit:** 3 hours;cross-listed as REL 216.

### **223: Ethics.**

**Goal:** To introduce students to the various issues involved in making moral decisions and to alternative theoretical constructs for making these decisions.

**Content:** Theories and principles of value and moral decision-making, and the application of these theories and principles to problematic situations in personal and professional life.

**Taught:** Annually.

**Gen. Ed. Category:** Exploring; Individuals & Communities, (HUM).

**Credit:** 3 hours.

### **309: From Modern to Postmodern.**

**Goal:** To engage students in the critical reading and assessment of significant philosophical and religious thinkers or philosophical and religious trends from the Modern period until today.

**Content:** Students will examine in detail the philosophical and religious ideas of a particular thinker, school of thought, or philosophical/religious trend from the early modern period until today. Emphasis will be given to the characteristics of Modernism (in a range of different fields, including philosophy, theology, literature, and art) and the critiques of it in Postmodernism.

**Taught:** Alternate years.

**Gen Ed. Category:** Synthesizing, (HUM).

**Credit:** 3 hours;cross-listed as REL 309.

### **355: Seminar in Gender and Philosophy.**

**Goal:** To engage students in the critical reading and assessment of significant philosophical works concerning how gender impacts the practices of philosophy and society.

**Content:** Students will examine in detail the philosophical ideas of a particular philosopher, school of philosophy, or philosophical trend that concerns the impact of gender on issues such as views of reality, theories of knowledge, and the nature of human existence and society.

**Taught:** Alternate years.

**Gen Ed. Credit:** Synthesizing, (HUM).

**Credit:** 3 hours;cross-listed as WST 355.

## **Philosophy (PHI) Other Course Descriptions**

### **224: Logic.**

**Goal:** To introduce students to fundamentals of logical theory and its application in the development and evaluation of arguments.

**Content:** Formal and informal reasoning and fallacies; basic symbolic logic.

**Taught:** Alternate years.

**Credit:** 3 hours.

### **306: Seminar in Ancient or Medieval Thought.**

**Goal:** To engage students in the critical reading and assessment of significant philosophers/theologians or philosophical/theological trends from the pre-Socratics through the High Middle Ages.

**Content:** Students will examine in detail the philosophical/theological ideas of a particular philosopher/theologian, school of philosophy/theology, or philosophical/theological trend from the pre-Socratics through the High Middle Ages, such as the close examination of the works of a single thinker (e.g., Plato or Augustine), a school of thought (e.g., Neoplatonism or Aristotelianism), or philosophical/theological issue (e.g., problem of universals, nature of sacraments, or mysticism).

**Taught:** Alternate years.

**Credit:** 3 hours;cross-listed as REL 306.

### **396: Special Topics in Philosophy.**

**Goal:** To engage students in a focused and careful study of a particular area of philosophical inquiry.

**Content:** Topics will vary according to the interests of the students and the instructor. Possible topics include philosophical sub-fields such as metaphysics or aesthetics, philosophical issues such as those of the understanding of

personal identity or the implications of gender in philosophical expression, philosophical schools such as pragmatism or modern British empiricism, and the work of a particularly significant philosopher such as Plato, Kant, or Arendt.

**Taught:** Alternate years.

**Prerequisite:** Any 300-level PHI course or permission of instructor.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**451: Directed Independent Study.**

**Goal:** To engage an individual student in a sustained research project that culminates in the writing of a paper.

**Content:** Topic varies according to the interests of the student.

**Taught:** Offered occasionally.

**Prerequisite:** Permission of instructor.

**Credit:** 1-6 hours.

**452/199: Field Study.**

**Goal:** To introduce students to on-site experience of specific vocations in their major.

**Content:** Actual work experience.

**Taught:** Fall, Spring.

**Prerequisite:** Permission of the instructor and program director.

**Credit:** 1-12 hours.

**499: Honors Thesis. (Fee required)**

# Physics

Physics courses are offered in support of majors in biology, chemistry, mathematics, and educational studies and also to fulfill the College's General Education requirements. Students interested in further studies in physics should consider the physics minor, secondary teaching with physics emphasis, or a self-designed interdisciplinary major with a physics emphasis.

Physics minors begin their studies with a year long, calculus-based introductory sequence in mechanics and electricity and magnetism, in which they are acquainted with the physical principles governing everyday phenomena and learn to apply these principles to the quantitative study of nature. In the second year, they complement their major programs by developing an understanding of the physical world beyond the introductory level through intermediate-level course in periodic motion, waves, and geometric optics in the fall semester. Having completed a survey of classical physics, physics minors finish the second semester with a course in modern physics, beginning with the revolutionary advances of the early twentieth century. The minor is completed by an additional 300 level course in physics chosen in consultation with their advisor. Current options include courses in Classical Dynamics, Quantum Mechanics, or a Special Topics course in some subfield of physics.

The student learning outcomes for students completing the physics minor are:

- I. to demonstrate an understanding of mechanics, electricity and magnetism at an introductory level.;
- II. to demonstrate a basic understanding of wave phenomena and periodic motion.
- III. to demonstrate an understanding of special relativity and quantum theory at an elementary level.

**Minor Requirements: Physics.** Beyond the introductory courses (PHY 115, 116 or PHY 121, 122), completion of the physics minor requires three additional courses: PHY 205, 212, and one 300-level physics course. Students should note the prerequisites for these courses.

The learning outcomes fulfilled by the required courses are shown below.

I.	PHY121	General Physics I	4 hours
	PHY122	General Physics II	4 hours
II.	PHY205	Periodic Motion and Waves	4 hours
III.	PHY212	Modern Physics	4 hours

## Physics (PHY) Gen. Ed. Course Descriptions

### **106: Astronomy.**

**Goal:** To present the principles of astronomy by emphasizing the process of scientific discovery, analysis and synthesis that led to current theories of the origin and structure of the universe.

**Content:** The astronomical observations and physical processes relevant to the study of the origin and structure of the universe.

**Prerequisite(s):** MAT126, MAT130 , or placement into MAT140 or MAT205.

**Taught:** Spring or Fall, alternate years.

**Gen. Ed. Category:** Exploring, How the natural world functions; (SM).

**Credit:** 4 hours.

### **121, 121L: General Physics I.**

**Goal:** To introduce the principles of classical physics and their applications in modern technology and everyday life using a calculus-based formalism. To enhance critical thinking skills through problem solving.

**Content:** The principles of Newtonian Mechanics including translational and rotational motion, force, torque, momentum and mechanical energy.

**Taught:** Fall.

**Prerequisites:** MAT 205, MAT 206 co-requisite. Students enrolled in PHY121 must also enroll in PHY121L.

**Gen. Ed. Category:** Exploring, How the natural world functions; (SM).

**Credit:** 4 hours.

## **Physics (PHY) Other Course Descriptions**

### **115, 115L: College Physics I.**

**Goal:** To introduce the principles of classical physics and their applications in modern technology and everyday life using an algebra-based formalism. To enhance critical thinking skills through problem solving.

**Content:** The principles of Newtonian Mechanics including translational and rotational motion, force, torque, momentum and mechanical energy.

**Prerequisites:** MAT 140 or placement into MAT205.

**Taught:** Fall alternate years.

**Credit:** 4 hours.

### **116, 116L: College Physics II.**

**Goal:** To introduce the principles of classical physics and their applications in modern technology and everyday life using an algebra-based formalism. To enhance critical thinking skills through problem solving.

**Content:** The principles of electricity and magnetism.

**Taught:** Spring alternate years.

**Prerequisites:** PHY 115.

**Credit:** 4 hours.

### **122, 122L: General Physics II.**

**Goal:** To introduce the principles of classical physics and their applications in modern technology and everyday life using an calculus-based formalism. To enhance critical thinking skills through problem solving.

**Content:** The principles of electricity and magnetism.

**Taught:** Spring.

**Prerequisites:** PHY 121 and MAT 206

**Credit:** 4 hours.

### **200: Introduction to Astronomical Observation.**

**Goal:** Introduction to observational astronomy and the use of astronomical instruments and observing aids for collection, analysis, and interpretation of astronomical data.

**Content:** A hands-on introduction to the concepts and practice of observational astronomy with small telescopes: Celestial coordinates, simple optics, telescope operation, CCD Imaging and image processing.

**Taught:** Fall, Alternate years.

**Prerequisites:** MAT 140.

**Credit:** 2 hours.

### **205: Periodic Motion and Waves.**

**Goal:** To extend the concepts and techniques presented in PHY 121 and PHY 122.

**Content:** The study of periodic and wave motion, light and optics.

**Taught:** Fall, Alternate years.

**Prerequisites:** PHY 122, or, with departmental approval, PHY 116 and MAT 205.

**Credit:** 4 hours.

### **212: Modern Physics.**

**Goal:** To understand the principles of modern physics.

**Content:** The development of modern physics, with emphasis on relativity, the kinetic theory of matter, quantum theory, the Schroedinger equation, and atomic physics.

**Taught:** Spring, Alternate years.

**Prerequisites:** PHY 122, or, with departmental approval, PHY 116 and MAT 205.

**Credit:** 4 hours.

### **305: Classical Dynamics.**

**Goal:** This course will provide students with a complete set of analytical tools for the study of classical dynamical systems. Particular emphasis will be placed on the reformulation of dynamics by Hamilton and Lagrange.

**Content:** Applications of Newton's Laws to oscillatory systems, motion under the influence of central forces, and rigid body motion. Calculus of Variations. The Lagrange and Hamiltonian formulations of dynamics.

**Taught:** Fall, Alternate years.

**Prerequisites:** PHY 122, MAT 300.

**Credit:** 3 hours.

**350: Quantum Mechanics.**

**Goal:** To provide students with an introduction to the concepts and mathematical techniques of quantum mechanics.  
**Content:** Introduction to the concepts and mathematical techniques of quantum mechanics. Topics will include solutions of the Schroedinger equation, matrix mechanics, quantum measurement, and the theory of angular momentum and spin, with applications to systems in atomic and nuclear physics.

**Taught:** Spring. Alternate years.

**Prerequisites:** PHY 212, MAT 300.

**Credit:** 3 hours.

**396: Special Topics in Physics.**

**Goal:** To explore at an advanced level the principles and applications of a sub-discipline of modern physics.

**Content:** An in-depth examination of an area in advanced physics. The topic covered will vary from time to time. Representative special topics include astrophysics, biophysics, statistical physics, and nuclear and particle physics.

**Taught:** Offered occasionally.

**Prerequisites:** PHY 212 or permission of the instructor.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**451: Directed Independent Study.**

**Goal:** To enable an intensive exploration of a topic of special interest. To promote original, independent, creative, and critical thinking. To solve real problems in a scientific manner. To provide an opportunity to conduct independent laboratory work and to learn new techniques.

**Content:** Directed independent work of a critical or analytical nature. Under careful faculty supervision, qualified students are encouraged to develop originality of thought and thoroughness of method. Some emphasis on research methods.

**Taught:** Offered occasionally.

**Prerequisites:** Approval of department chair.

**Credit:** 1-6 hours.

**452/199: Field Study.**

**Goal:** To afford professional experience as a physicist in an academic or industrial setting.

**Content:** Applied areas in physics or physics-related employment. May be elected for internship credit. The student submits a brief plan including objectives, anticipated activities, a list of readings, and the nature of reports to be submitted to the sponsor.

**Taught:** Offered occasionally.

**Prerequisites:** Approval of department chair.

**Credit:** 1-12 hours.

**499: Honors Thesis. (Fee Required)**

# Political Science

The political science major at Wesleyan provides students with a solid background in comparative and international politics, American politics and political theory. Courses approach the study of politics from a variety of perspectives, with focuses ranging from individual political behavior to the interactions of large institutions in the international arena. In addition to becoming acquainted with the empirical findings of contemporary political science, students also examine the methods by which those findings are reached, thus strengthening their critical thinking skills and gaining a deeper understanding of the nature of knowledge itself. Students also examine the fundamental normative questions of politics. A student who graduates with a degree in political science will be well prepared to speak and write clearly and persuasively not only about what the condition of the political world is but also what she believes it should be.

Students may choose to major in political science with a pre-law track. This gives students interested in a career in law the opportunity to pursue a major course of study that gives them exposure to particular knowledge and analytical skills that will help prepare them for law school. In addition to studying politics and government, students will take courses in related areas, such as business, communication, ethics, logic, and the history of United States civil rights to develop knowledge and skills that they may use in the study of law. It should be noted that guidelines for law school admission do not designate any one particular area in which a student must major in order to be admitted to law school. This major is, therefore, not required for a student interested in law school.

Students who graduate with a political science degree will be prepared for graduate school and careers in government, public service, nonprofit organizations, journalism, and the law.

**Major Program.** Students who major in political science will acquire knowledge of major political events, phenomena and institution and of the theories essential for interpreting the nature and meaning of power in today's world; the analytical skills requisite for understanding political systems, both domestic and global; and the ability to express concepts concisely and forcefully through both written and oral communication. They will be familiar with the best practices associated with political science research and prepared to enter graduate programs and careers in politics and related fields.

## **Student learning outcomes for the Political Science Major:**

- I. demonstrate knowledge of major political events, phenomena, institutions and the theories and frameworks for considering political change
- II. demonstrate the methodological commensurate with political analysis and research.
- III. be able to apply the best practices associated with the conduct of research in the discipline of political science.
- IV. demonstrate preparedness to enter graduate programs and/or to pursue careers in this area of study and related fields.

## **Major Requirements: Political Science (45 hours)**

### *1. Core Requirements (21 hours)*

POL 115 American Politics 3 hours  
POL 222 Comparative Politics 3 hours  
POL 230 International Relations 3 hours  
POL 240 Introduction to Political Thought 3 hours  
POL 300 Foundations of Political Thought 3 hours  
POL 332 Research Methods in Political Science 3 hours  
POL 480 Senior Research Seminar 3 hours

### *2. Content Requirements - American Politics: (9 hours)*

POL 320 American Constitutional Development 3 hours  
POL 328 United States Foreign Policy 3 hours  
POL 330 State and Local Politics 3 hours  
POL 356 Activism and Political Organization 3 hours

### *3. Content Requirements - Comparative and International Relations (9hours)*

POL 305 Democracy and Democratization in the Contemporary World 3 hours  
POL 319 International Law 3 hours  
POL 326 European Politics 3 hours

POL 335 Developing World 3 hours  
POL 342 International Organizations 3 hours  
POL 351 Nuclear Weapons 3 hours  
HIS 347 Modern Middle East 3 hours  
HIS/POL 348 Terror and Terrorism in the Modern World 3 hours

*4. Cognates (6 hours)*

ECO 206 Economic Thought 3 hours  
ECO 210 Women and Economic Development 3 hours  
HIS 315 Contemporary America 3 hours  
HIS 342 Modern Europe 3 hours  
PHI 223 Ethics 3 hours  
PHI 224 Logic 3 hours

**Major Requirements: Political Science with a Pre-Law Track (51 hours)**

*1. Core Requirements (21 hours)*

POL 115 American Politics 3 hours  
POL 222 Comparative Politics 3 hours  
POL 230 International Relations 3 hours  
POL 240 Introduction to Political Thought 3 hours  
POL 300 Foundations of Political Thought 3 hours  
POL 332 Research Methods in Political Science 3 hours  
POL 480 Senior Research Seminar 3 hours

*2. Pre-Law Content (18 hours)*

COM 202 Public Speaking 3 hours  
HIS 130 The American Experience to 1877 3 hours  
HIS 135 The American Experience from 1877 3 hours  
PHI 223 Ethics 3 hours  
PHI 224 Logic 3 hours  
POL 320 Constitutional Development 3 hours

*3. Upper-level Political Science Courses (9 hours)*

POL 319 International Law 3 hours  
POL 330 State and Local Politics 3 hours  
POL 342 International Organization 3 hours  
POL 356 Activism and Political Organization 3 hours

*4. Cognate (3 hours)*

COM 340 Persuasion 3 hours  
BUS 310 Business Law 3 hours  
ENG 265 Professional Writing 3 hours  
ENG 356 Argumentative Writing 3 hours  
HIS 377 Seminar in Women's History 3 hours  
HIS 357 African American History 3 hours

**Professional Development:** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. Each student will complete assignments in the Senior Research Seminar (POL 480) that help her explore careers in the major.

**Integrative Experience:** Each student will complete POL 480 Senior Research Seminar. In this capstone course, political science majors will complete a significant research project in which they make connections among the various parts of their course of study and employ sound methodology.

## **Minor Requirements: Political Science**

A minor in political science consists of 18 semester hours as follows:

*Required (12 hours):*

POL 300 Foundations of Political Thought 3 hours  
POL 332 Research Methods in Political Science 3 hours  
Two upper level POL courses 6 hours

*Choose two courses from the following (6 hours):*

POL 115 American Politics 3 hours  
POL 222 Comparative Politics 3 hours  
POL 230 International Relations 3 hours  
POL 240 Introduction to Political Thought 3 hours

### **Political Science (POL) General Education Courses**

#### **115: American Politics.**

**Goal:** Students will develop and utilize analytical tools and research skills for understanding, evaluating, and participating in the political process.

**Content:** As students investigate selected aspects of political representation and policy formation in the executive, legislative, and judicial branches of American national government, they will encounter and use a variety of tools of political analysis. Applying these tools, students will present policy recommendations, hold debates, stage mock legislative sessions, and prepare briefs for cases to be heard in the Supreme Court.

**Taught:** Fall.

**Gen. Ed. Category:** Exploring; Individuals & Communities, (SBS).

**Credit:** 3 hours.

#### **222: Comparative Politics.**

**Goal:** To develop students' ability to analyze political systems from a comparative perspective.

**Content:** The course examines methods of comparing political systems. In particular, the course will introduce students to the conceptual tools and models used in the analysis and comparison of political systems; types of contemporary political systems, such as liberal democracies, communist transition states, newly industrializing countries, and less developed countries; and processes of political development and political change.

**Taught:** Fall.

**Gen. Ed. Category:** Exploring; Diverse & Interdependent World, (SBS).

**Credit:** 3 hours.

#### **225: Women and Politics.**

**Goals:** To examine the status of women in today's political world from a global perspective, and to understand how women's experiences are shaped by historical, political, and societal factors.

**Content:** The course examines the extent to which women have participated and achieved representation in the political arena, and with what impact; analyzes how public policy affects women's lives; and evaluates critical political and social issues that women face in today's global world.

**Taught:** Spring.

**Gen. Ed. Category:** Expanding; Women's Experiences, (SBS).

**Credit:** 3 hours; cross-listed as WST 225.

#### **230: International Relations.**

**Goal:** To provide students with an introduction to the study of international relations and a basic understanding of the concepts, processes, and relationships involved.

**Content:** The course examines conflicting arguments about the nature of the international system, examining their assumptions, and drawing conclusions as to their validity. The course will also introduce students to a number of more recent issues and concerns that have arisen in international relations. Such factors as terrorism, globalization, unequal economic development, and environmental problems all challenge older assumptions about military might as the only real source of international power and raise questions of what opportunities for international conflict and cooperation exist in the future.

**Taught:** Spring.

**Gen. Ed. Category:** Expanding; Diverse & Interdependent World, (SBS).

**Credit:** 3 hours.

**240: Introduction to Political Thought.**

**Goal:** The course will enhance the student's ability to analyze, interpret, and critique primary sources with a view to purpose, assumptions, argument, and historical context.

**Content:** Encountering the political and philosophical content of some of the world's major political ideologies, students read and evaluate the original contributions of modern political theorists. The focus is on liberalism, socialism, communism, fascism, communitarianism, and feminism.

**Taught:** Fall or Spring.

**Gen. Ed. Category:** Exploring; Individuals & Communities, (SBS).

**Credit:** 3 hours.

**335: Politics of the Developing World.**

**Goal:** To enhance student's understanding of the politics of underdevelopment.

**Content:** The course is thematically organized to present an overview of the field of the political economy of development. Under each theme appear several country cases, taken from all parts of the developing world. The themes include the concept of development, poverty and inequality, strategies of development, the role of foreign capital, trade and technology, economic stabilization, and democracy and development.

**Taught:** Alternate years.

**Gen. Ed. Category:** Synthesizing.

**Credit:** 3 hours.

**348: Terror and Terrorism in the Modern World.**

**Goal:** Terror and terrorism have been prominent features of Western political culture since the French Revolution. For the most part, modern terrorism is of European origin, and the ideas, goals, and methods of European terrorists have inspired terrorists in non-Western nations.

**Content:** This course familiarizes students with the ideology, motivation, and methods of numerous terrorist groups of the last two centuries in order to provide a basis for an understanding of contemporary terrorist organizations. Generally, the course will stress the motivation and goals of terrorist organizations and governments that use terror to achieve their policy goals. Specifically, we will address anarchy and revolutionary terrorism in nineteenth century Europe, European domestic terrorism in the 1960s and 1970s, twentieth century liberation and separatist movements, and Middle Eastern terrorism.

**Taught:** Alternate Years.

**Prerequisite:** None.

Gen. Ed. Category: Synthesizing.

**Credit:** 3 hours; cross-listed as HIS 348.

**351: Nuclear Weapons.**

**Goal:** To familiarize students with the development and role of nuclear weapons in the international system.

**Content:** This course examines the impact of nuclear weapons on politics, society and culture, focusing, although not exclusively on the American experience. Topics covered include the Manhattan Project, the atomic bombing of Japan, the impact of nuclear weapons on the Cold War, and future prospects for proliferation and terrorism.

**Taught:** Alternate years.

**Prerequisite:** None.

Gen. Ed. Category: Synthesizing.

**Credit:** 3 hours.

**Political Science (POL) Other Course Descriptions**

**245: Model United Nations.**

**Goal:** To inform students of the history and operation of the UN and to prepare them for participation in Model UN conferences through the development of oral speaking, critical analysis, and writing skills. It serves as a preparatory course for students interested in participating in Model UN conferences.

**Content:** The course will examine to the origins, structure, and functioning of the United Nations. Students will also be taught public speaking and debating skills, and will gain important cooperation, negotiation, critical analysis, and writing skills through the writing of resolutions on key issues facing the international community. Students will also be required to participate in simulations of UN sessions.

**Taught:** Fall.

**Prerequisite:** Permission of the instructor.

**Credit:** 1 hour; Credit/No Credit grade option only; course is mandatory for students who wish to participate in Model UN conferences, although that requirement may be waived by permission of the instructor.

**300: Foundations of Political Thought.**

**Goal:** To introduce students to political theory's treatment of central political and moral issues, such as human nature, power, community, equality, liberty, and democracy.

**Content:** Students will read and analyze the contributions of political thinkers including Aristotle, Plato, Machiavelli, Hobbes, Locke, Mill, Rousseau, and Marx. The course will close with an analysis of treatment of some of these issues by contemporary political thinkers.

**Taught:** Fall.

**Credit:** 3 hours.

**305: Democracy and Democratization in the Contemporary World.**

**Goal:** Students will use the methods of political thought and comparative politics to examine the core concepts of democracy, the spread of democracy in the contemporary world and key differences between presidential, parliamentary, and semi-presidential systems.

**Content:** Students will examine the fundamental attributes of democratic regimes and the rise of democracy after World War II. A regime type that at one time was relatively rare has come to be seen as the norm, such that even autocratic regimes now make gestures of appearing to be democratic. Students will also examine the widely varied forms of contemporary democratic regimes.

**Taught:** Alternate years.

**Credit:** 3 hours.

**319: International Law.**

**Goal:** To provide students with an understanding of the role of international law in the relation between states and other actors in the international system.

**Content:** The course addresses the history and sources of international law; the rights and duties of states; the impact of international law on domestic law; the use of force; human rights; and the new International Court of Justice. It gives special emphasis to international law and its relationship to the behavior of states in the post 9/11 era.

**Taught:** Alternate years.

**Credit:** 3 hours

**320: American Constitutional Development.**

**Goal:** To explore the principles and processes that have shaped America's development as a constitutional democracy; to develop the ability to critically analyze important constitutional questions.

**Content:** Examines the framing of the Constitution, judicial review, and changing approaches to constitutional interpretation; separation of powers and federalism; civil liberties and civil rights, including First Amendment rights, equal protection, privacy, and criminal due process.

**Taught:** Alternate years.

**Credit:** 3 hours.

**326: European Politics.**

**Goal:** To enhance students' ability to analyze and understand contemporary European politics.

**Content:** The course focuses on contemporary political developments in Europe, both on the level of individual states and of the region as a whole. Topics of particular attention include the development of political institutions and modes of interest representation; the crisis of the welfare state; issues of immigration, nationalism, and identity; and the politics of regional integration in the form of the European Union.

**Taught:** Alternate years.

**Credit:** 3 hours.

**328: United States Foreign Policy.**

**Goal:** To enhance students' understanding of the institutions, interests, and events that shape the relations of the United States with the rest of the world.

**Content:** The course examines the institutions and ideas that shape United States foreign policy. Particular attention is paid to the period since 1945. Case studies are used to examine the diplomatic, military, and covert policies the United States has used to pursue its national interests internationally.

**Taught:** Alternate years.

**Credit:** 3 hours.

**330: State and Local Politics and Policy.**

**Goal:** The course introduces the student to the institutions, processes, and policy-making of state and local government, providing the background for understanding the role of subnational governments in the political life of the United States.

**Content:** The course focuses on several trends in state and local governance, including the transfer of responsibility for public programs from the federal government to states and localities, and addresses major issues and problems associated with governance, administration, and implementation of policy.

**Taught:** Alternate years.

**Credit:** 3 hours.

**332: Research Methods in Political Science.**

**Goal:** To introduce students to the scope and methods of political science. Required of all political science, history/political science, and international relations majors and political science minors; to be taken in the junior year.

**Content:** The course examines the different theoretical and methodological approaches of political science. Students are introduced to methods and tools of both qualitative and quantitative analysis. Over the course of the semester, students complete a major research project.

**Taught:** Spring.

**Credit:** 3 hours.

**342: International Organizations.**

**Goal:** To familiarize students with the development and role of international organizations in the international system.

**Content:** The course explores the role of international organization in controlling and shaping the behavior of nation-states and other actors in the international system. Students explore the history and development of international organizations, such as the League of Nations, the United Nations, and the World Trade Organization. The course also looks at the roles of non-governmental organizations (NGOs) and institutions of regional integration, such as the EU.

**Taught:** Alternate years.

**Credit:** 3 hours.

**356: Activism and Political Organizations.**

**Goal:** To have students understand the role of political parties and interest groups in the American political process..

**Content:** This course examines organizations in the United States that seek to influence public policy outcomes, with a particular focus on parties and interest groups. Students will study the development of these institutions and the tools available to political organizations and grassroots citizens to obtain the policy outcomes they desire.

**Taught:** Alternate years.

**Credit:** 3 hours.

**396: Special Topics in Political Science.**

**Goal:** To engage in an in-depth examination of a special topic in political science.

**Content:** Topics vary; examples include media and politics, political theory, and problems in development.

**Taught:** Offered occasionally.

**Credit:** 1-3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**451: Directed Independent Study.**

**Goal:** To provide opportunities for students to investigate special topics of interest.

**Content:** Topics are agreed upon through consultation between the student and the instructor and should receive the approval of the program director.

**Taught:** Offered occasionally.

**Credit:** 1-6 hours.

**452/199: Field Study.**

**Goal:** To give students an opportunity to gain actual experience in government service.

**Content:** Varies with work assignment. While field study hours will count toward the maximum 48 hours permitted in the major discipline, they may not be applied toward the minimum 37 hours required in the major.

**Taught:** By permission of the program director.

**Credit:** 1-12 hours.

**480: Senior Research Seminar.**

**Goal:** To provide a capstone experience for majors in which students complete a significant research project in which they make connections among the various parts of their course of study and employ sound methodology.

**Content:** Each student will select and carry out a significant research project on a topic chosen in conjunction with the instructor. Students will present their research at a formal defense at the end of the semester. Students will also explore career options in the major.

**Taught:** Fall.

**Prerequisite:** POL 332 or HIS 299.

**Credit:** : 3 hours.

**499: Honors Thesis.** (Fee required)

# Prior Learning Assessment

Prior learning is learning gained through life or work outside of structured higher educational courses. Many people learn through their experiences in life such as those in professional endeavors (business, the military, or other work/training experiences) or through other educational experiences (community volunteer work, family, travel, or personal study).

Prior Learning Assessment (PLA) is a process through which students identify areas of relevant learning from their past experiences, demonstrate that learning through appropriate documentation, and submit their materials so that they can be assessed and possibly awarded academic credit relative to specific course objectives at Wesleyan College.

The Council of Adult and Experiential Learning defines PLA as follows: "The recognition of learning gained from experiences that may be granted credit or otherwise certified... The assessment of learning attained through experiences irrespective of the time and place in which they occurred." (Assessing Learning, 2nd edition, By Morry Fiddler, Catherine Marienau, and Urban Whitaker p.12)

Students who believe they might be eligible for PLA should schedule an appointment with their academic advisor or the Registrar. Advisors will work with students to determine if their prior learning experiences meet the criteria to earn college credit.

## Prior Learning Assessment (PLA) Course Description

### **100: Prior Learning Assessment.**

**Goal:** To introduce the techniques for the development of documentation for prior learning experiences based on standards and criteria established by academic and subject matter professionals. This process requires students to prepare and submit a collection of documents that establish and support their claim that they have specific relevant skills, knowledge, values, attitudes, understandings, achievements, experiences, competencies, training, and certifications that align with specific course objectives. The portfolio developed in the documentation course should not only describe the relevant experience but should also identify the particular learning outcomes.

**Content:** A critical self-assessment of what college-level learning has been acquired through selected non-traditional experience. This experience might include a variety of work, training, reading and research, civil and military service, or life learning.

**Taught:** Annually, every split term; Online

**Prerequisites:** Permission of advisor; satisfactory completion of college writing proficiency; minimum 5 years work experience in an applied knowledge area such as management, marketing, technology, finance, arts, communications, merchandising, public relations, etc.

**Credit:** 3 hours.

# Professional Development Experience

Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation.

## 400. Professional Development Experience

**Goal:** To allow students the opportunity to engage in a high-impact practical application of skills and knowledge through a professional experience that ties together and supports the student's coursework and professional goals.

**Content:** Each student identifies, plans and completes a professional experience that supports her individual goals and career objectives. The PDE can take the form of an internship, professional research experience, community service project, creative work culminating in an exhibition or performance, or a self-designed project. Working with her faculty supervisor, the student will develop learning outcomes to fit her anticipated professional experience and include those as part the application. At the end of the experience, the student will articulate and reflect upon what she has learned and submit that documentation as part of her Professional ePortfolio.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**General education category:** Professional Development

**Prerequisite:** 60 hours of undergraduate coursework

**Credit:** 1-12 hours.

## 401. Professional ePortfolio

Each student will prepare an ePortfolio to document and reflect upon her learning experiences as they relate to career and professional goals. The ePortfolio will incorporate several required learning experiences designed to support the student in her process of professional discernment and development of knowledge and skills to prepare her for graduate school or career. The student will refine her ePortfolio over the course of her undergraduate experience and present it to her major advisor prior to graduation. The ePortfolio will be in partial fulfillment of Objective 7 (Professional Development).

Required ePortfolio modules:

### 1. Personal Statement

Based on assessment of and reflection on values, interests, and skills, the student will prepare a statement of her personal and professional goals. This will also draw on exploration of career and educational paths of interest to the student. In this statement, the student will also speak to the connection between her liberal arts education and future aspirations.

### 2. Transferable Skills Narrative

Using a transferable skills inventory, the student will write a reflective paper in which she identifies and analyzes the connections she sees between skills she has acquired and course and co-curricular activities she has participated in. The student should provide details of a number of different experiences and also explore how the skills developed prepare her for a professional setting and how they fit with particular career paths.

### 3. Resume

Students will prepare a professional resume.

### 4. PDE Reflection

After the student completes her Professional Development Experience (PDE 400), she will write a reflective paper in which she considers how her curricular and co-curricular experiences prepared her for the PDE, how the PDE further developed her knowledge, skills, and abilities, and finally how the PDE prepared the student for future success.

# Psychology

Psychology is the science of behavior and mental processes. Psychology focuses both on explaining, predicting, and controlling behavior, and also on understanding inner experience and consciousness, including emotion, thoughts, memories, self-awareness, and perceptions. In addition, psychology considers the impact of social and cultural context on behavior and experience. Psychology has its origins in multiple disciplines such as philosophy and biology and in many countries, including Germany, England, and Austria. It has flourished in the United States, and both professional and research organizations have had dramatic increases in membership. The psychology program at Wesleyan emphasizes intensive training in psychological research that will prepare students for graduate study. Students who plan on entering the workforce after graduation will also benefit from an understanding of the role of research in their field.

**Major Program.** A major in psychology provides a student with a foundation for graduate and/or professional study. There are numerous fields and specialties available in this discipline, including physiological, cognitive, developmental, social, personality, clinical, counseling, community, health, industrial/organizational, experimental, consumer, evolutionary, school, and forensic psychology. Interdisciplinary specialties such as psycholinguistics are also options. Some of these require more than a four-year degree, and some require graduate work at the doctoral level. But a major in psychology also enables one to enter the world of work without advanced study. A psychology major who plans to seek a position in the human services field after graduation should work with her advisor to select interdisciplinary courses that will complement the major courses.

## **Major Requirements: Psychology**

The curricular model on which the psychology major is organized is described as a "generalist" model which places psychology squarely in the liberal arts tradition. This model includes an introductory course, methods courses in statistics and research, content courses in several areas of psychology, and integrative or capstone courses. As the introductory course, general psychology is a survey of the field with emphasis on research findings and methods of research. The methods courses (statistical methods, preparing to conduct research, and research methods) enable students to read, evaluate, and conduct psychological research. Content courses include the knowledge base of the discipline. According to the generalist model used, students are required to take at least two psychology courses with a brain and cognition orientation, one course with a clinical/counseling orientation, and at least two psychology courses with an interpersonal orientation. These content courses and elective courses, as outlined below, enable students to sample several areas in building a sound, broad knowledge base.

Capstone work in the major is provided through a required course in psychological history and systems with a strong writing component. A required senior seminar with emphasis on producing or applying empirical findings, speaking, and writing fulfills the integrative experience requirement by linking the student's work in her major with her general education and by integrating other disciplinary approaches to the study of psychology. Also offered are integrative courses in internships or field studies and in independent studies.

The broad goals of the psychology major aim to provide a well-rounded education in psychology and to prepare students for advanced study or for employment in professional entry-level positions.

More specifically, the student learning outcomes of the psychology major are as follows:

- I. to develop a scientific approach to understanding human behavior;
- II. to develop a knowledge base (includes significant development in breadth and depth of knowledge in psychology; significant facts, theories, and issues are explored to help students develop a conceptual framework rather than isolated bits of knowledge);
- III. to develop thinking skills (skills in critical thinking and reasoning required for optimum learning);
- IV. to develop communication skills (written and oral skills appropriate to the language of the discipline);
- V. to develop methodological competencies (a sophistication in statistics and research design);
- VI. to develop interpersonal skills (interpersonal awareness, sensitivity, and expanded self-knowledge); and
- VII. to develop ethics and values (a recognition, understanding, and appreciation of human diversity; an understanding and sensitivity to ethical issues and issues of gender, race, ethnicity, and class as promoted in psychological theory, research, and practice).

**Required for a major in psychology are forty-one to forty-two semester hours.**

*I. Core Requirements: 19 hours*

PSY 101 General Psychology 3 hours

MAT 220 Statistical Methods\* 3 hours

PSY 230 Reading, Writing, and Review: Preparing to Conduct Research in Psychology\* 3 hours

PSY 305 Research Methods in the Behavioral Sciences\* 3 hours

PSY 306 Systems of Psychology 3 hours

PSY 441 Senior Seminar: Research\* 3 hours

OR

PSY 442 Senior Seminar: Applied\* 3 hours

PSY 447 Senior Seminar Lab\* 1 hour

\* Courses denoted with an asterisk should be taken sequentially. See course descriptions in Catalogue. MAT 220 and PSY 230 may be taken concurrently.

*II. Content Requirements (Brain and Cognition): 7-8 hours*

Select two:

PSY 207 Principles of Neuroscience 4 hours

PSY 310 Cognitive Psychology 3 hours

PSY 314 Learning and Memory 4 hours

*III. Content Requirements (Clinical/Counseling): 3 hours*

Select one:

PSY 304 Psychology of Personality 3 hours

PSY 340 Testing and Therapy 3 hours

PSY 325 Abnormal Psychology 3 hours

*IV. Content Requirements (Interpersonal): 6 hours*

PSY 203 Social Psychology 3 hours

PSY 331 Child Psychology 3 hours

*V. Electives: 6 hours*

Select two:

PSY 201 Sexual Decisions 3 hours

PSY 260 Drugs and Behavior 3 hours

PSY 301 Psychology of Women 3 hours

PSY 330 Forensic Psychology 3 hours

PSY 332 Psychology of Adolescence and Early Adulthood 3 hours

PSY 396 Special Topics in Psychology 3 hours

PSY 451 Directed Independent Study

PSY 452 Field Study

(or other brain and cognition or clinical/counseling content courses not selected in Sections II and III.)

A suggested course schedule is as follows:

**Fall Spring**

**FIRST YEAR**

WIS 101 or ENG 101	Elective/General Education
MAT 130 or equivalent	MAT 220
PSY 101	Elective/General Education
Laboratory Science	Elective/General Education
Foreign Language Requirement	Foreign Language Requirement

**SECOND YEAR**

PSY 230	PSY 305 (or full PSY 230/305 sequence in Year 3)
Elective/General Education	PSY 201 or PSY 199
PSY 203	Elective/General Education
PSY 207	Elective/General Education
Elective/General Education	Elective/General Education

**THIRD YEAR**

PSY 340 or PSY 310	Elective/General Education
PSY 452 or Elective	PSY 314 or PSY 325
PSY 304 or PSY Elective	PSY 331
Elective/General Education	PSY Elective
Elective/General Education	Elective/General Education

**FOURTH YEAR**

PSY 441 or PSY 442	PSY 447
PSY 306	PSY Elective or Elective
Elective/General Education	Elective/General Education
Elective/General Education	Elective/General Education
Elective/General Education	Elective/General Education

**Integrative Experience.** The Integrative Experience requirement is met through either PSY 441: Senior Seminar: Research or PSY 442 Senior Seminar: Applied. In these courses, psychology majors are encouraged to make connections between a specific content/research area within psychology and a focused content/research area in an academic discipline outside of psychology. This seminar allows students to broaden this focus and apply knowledge gained in psychology to other, relevant areas of study within the liberal arts.

**Professional Development.** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. Psychology majors gain professional experience through internships and field experiences, PSY 441 and/or PSY 442. Students who intend to work within the human services field are strongly encouraged to consider an internship as part of their major.

**Minor Requirements: Psychology.** A minor in psychology requires 21-22 hours in psychology. Required are PSY 101, 203, 207, 310, 331, 325, and one additional psychology course (3-4 hours) at or above the 200 level.

**Minor in Neuroscience.** The neuroscience minor allows students to explore the nervous system and its contributions to human and animal behavior. Students enrolled in this minor are encouraged to attain a solid understanding of the underlying concepts; to develop skills in experimental design and data analysis; to approach problems and tasks logically, creatively, and critically; to become knowledgeable of theory used in the current literature; and to become proficient in using methodology commonly employed in research in neuroscience. This minor takes an interdisciplinary approach to neuroscience and integrates information from both biology and psychology. The neuroscience minor coupled with a major in biology or psychology provides an excellent background to pursue varied career opportunities.

**Postgraduate Opportunities.** Approximately 47 percent of psychology graduates with a bachelor's degree enter the job market directly. Another 31 percent enroll in psychology-related graduate programs (12 percent at the doctoral level and 19 percent at the master's level); about 7 percent enroll in law or medicine. Approximately 14 percent go in directions such as social work. Educational institutions employ about 40 percent of all psychologists, while hospitals, clinics, or rehabilitation centers employ another 25 percent. And, about 20 percent of psychologists are employed in government agencies.

**Resources for Non-Majors.** The department has many resources for the non-major. The introductory course (PSY 101) provides a broad overview to the discipline and would be useful to all other majors on campus. In addition, it fulfills one of the social science divisional requirements for general education. Students interested in exploring the field of human services may enroll in Introduction to Human Services (PSY 106), which fulfills the speaking competency requirement for general education under the social sciences column. The Psychology of Women (PSY 301) fulfills the synthesizing requirement for general education. Many students in other disciplines, especially in business, education, and communications, find that Statistical Methods (PSY 220) is an invaluable tool, and it fulfills the quantitative reasoning requirement for general education. Nursing students and other non-majors would find Human Growth and Development throughout the Lifespan (PSY 240) useful and interesting. Some of our courses also appeal to non-majors in terms of practical applications; examples include testing and therapy, abnormal psychology, and forensic psychology.

## **Psychology (PSY) Gen. Ed. Course Descriptions**

### **101: General Psychology.**

**Goal:** Understanding self and others, predicting behavior, and understanding and control of behavior. To be able to apply methods of research and application of psychological principles to everyday life.

**Content:** Research methods; child, adolescent, and adult psychology; psychological testing; personality, and abnormal psychology; psychotherapy; social psychology; applied psychology; history of psychology; and physiological processes, principles of learning and memory, human perception, and cognition.

**Taught:** Fall, Spring.

**Gen. Ed. Category:** Exploring; Individuals & Communities, (SBS/PS).

**Credit:** 3 hours.

### **106: Introduction to Human Services.**

**Goal:** To introduce students to the knowledge, skills, and dispositions necessary to provide professional and ethical leadership in various human services settings.

**Content:** Historical background, philosophies, purpose, organizational structures, funding, and management of human service agencies. PSY 106 is not a requirement for the Psychology major.

**Taught:** Annually.

**Prerequisite:** None.

**Gen. Ed. Category:** Developing; Speaking Competency (SBS/PS).

**Credit:** 3 hours.

### **220: Statistical Methods.**

**Goal:** To introduce students to the logic of designing an experiment and interpreting the quantitative data derived from it.

**Content:** Study of binomial and normal distributions, measures of central tendency, and tests of hypotheses.

**Taught:** Fall, Spring.

**Prerequisite(s):** MAT 130, 140, 192 or equivalent placement.

**Gen. Ed. Category:** Developing; Quantitative Reasoning Competency, (SBS/PS).

**Credit:** 3 hours; cross-listed as MAT 220.

### **301: Psychology of Women.**

**Goal:** To further students' understanding of psychological knowledge as it applies to women and gender issues.

**Content:** Exploration of the manner in which psychology provides a unique perspective on the study of women with emphasis on research methodologies, empirical findings, theory, and current and historical controversies.

**Taught:** Spring.

**Prerequisites:** PSY 101 or WST 200.

**Gen. Ed. Category:** Synthesizing.

**Credit:** 3 hours; cross-listed as WST 301.

## **Psychology (PSY) Other Course Descriptions**

### **119: Service Learning.**

**Goal:** To engage students in supervised community service activities and to facilitate reflection on civic responsibility to the needs of the community.

**Content:** Students participate in weekly sessions designed to prepare for, reflect on, and analyze their individual community service experiences. Students will select community service settings from a list of agencies in the Macon/Middle Georgia area provided through the Lane Center for Community Engagement and Service. PSY 119 is not a requirement for the Psychology major.

**Prerequisite:** None.

**Credit:** 1-3 hours; Credit/No Credit grade option only.

### **201: Sexual Decisions.**

**Goal:** To explore biological, psychological, interpersonal and sociocultural aspects of human sexuality.

**Content:** Issues surrounding multiple and often contradictory elements that shape sexual attitudes and behaviors.

**Taught:** Spring.

**Credit:** 3 hours; cross-listed as WST 201.

**203: Social Psychology.**

**Goal:** To provide students with a scientific understanding of human social behavior in its various forms.

**Content:** Social perception, attitude formation and change, interpersonal attraction, aggression, group processes, health, gender and other topics through examining contemporary social psychological theories and research.

**Taught:** Fall.

**Prerequisite:** PSY 101.

**Credit:** 3 hours.

**207: Principles of Neuroscience.**

**Goal:** To provide the student with an understanding of physiological processes that mediate psychological functioning.

**Content:** The biological bases of sensation, perception, learning, memory, cognition, motivation, emotion, and consciousness; overview of recent and significant developments in this area.

**Taught:** Fall.

**Prerequisite:** PSY 101.

**Credit:** 4 hours; cross-listed as NSC 207.

**230: Reading, Writing, & Review: Preparing to Conduct Research in Psychology.**

**Goal:** To encourage students to acquire knowledge of an issue within psychology and critically analyze this topic using appropriate research methodology.

**Content:** Provides students an opportunity for focused research in their area of interest. The class will function as a research group, providing each student with a place for discussion and critical review of her topic.

**Taught:** Fall.

**Credit:** 3 hours

**235: Nature and Manifestation of Prejudice.**

**Goal.** This course will enhance the student's understanding of the roots of prejudice; it will also provide students with an opportunity to explore their personal attitudes, fears, and hopes concerning race, class, and gender.

**Content:** Students will examine a variety of sources in their exploration of the nature of prejudice with an eye to context (race, class, and gender). They will also explore the social psychological impact of prejudice upon the quality of community life through selected community service projects. PSY 235 is not a requirement for the Psychology major.

**Taught:** Occasionally.

**Prerequisite:** None.

**Credit:** 3 hours.

**240: Human Growth and Development Through the Lifespan.**

**Goal:** To develop knowledge about the processes of growth and development throughout the entire lifespan.

**Content:** Theories of development, prenatal development, physical, cognitive, language, emotional, and social development in infancy, childhood, adolescence, young adulthood, middle adulthood, and late adulthood.

**Taught:** Spring.

**Prerequisites:** None.

**Credit:** 3 hours.

**260: Drugs and Behavior.**

**Goal:** To examine the major classes of drugs which affect behavior, including drugs of abuse and drugs used in the treatment of mental disorders.

**Content:** The pharmacology of drugs of abuse and drugs used in treating mental disorders is explored. Exploration of historical background of drugs as well as social context.

**Taught:** Spring.

**Prerequisites:** None.

**Credit:** 3 hours; cross-listed as NSC 260.

**304: Psychology of Personality.**

**Goal:** To promote synthesized understanding of the person through an integration of theory and research.

**Content:** Exploration of environmental and inherited factors which produce a particular personality structure; includes psychoanalytic, humanistic, existential, trait, behavioral, social learning, and cognitive theories.

**Taught:** Fall. Alternate years.

**Prerequisite:** PSY 101.

**Credit:** 3 hours.

**305: Research Methods in the Behavioral Sciences.**

**Goal:** To provide the student with a thorough review of the application of the scientific method to the study of human behavior. To become familiar with the philosophical roots of social science research, the nature of research materials and methods in the behavioral sciences, and the issues involved in their collection and interpretation. To evaluate critically research results and to be able to apply research methods appropriate to the level of measurement, theoretical issue, and sources of data involved in projects and assignments.

**Content:** An introduction to the application of the scientific method in the study of human behavior, focus on the philosophy of science and measurement, experimental and quasi-experimental designs for research, survey construction, and analysis, and the interpretation and critical evaluation of research results.

**Taught:** Spring.

**Prerequisites:** PSY 101, MAT 220, and PSY 230.

**Credit:** 3 hours.

**306: Systems of Psychology.**

**Goal:** To acquaint the student with contemporary points of view in psychology through a survey of modern psychological schools, their historical development, special problems, and contributions to the field.

**Content:** Historical development and current position of structuralism functionalism, behaviorism, Gestalt psychology, psychoanalysis, humanistic psychology, and cognitive psychology. Classical readings.

**Taught:** Fall.

**Prerequisites:** PSY 101, junior or senior standing.

**Credit:** 3 hours.

**310: Cognitive Psychology.**

**Goal:** To foster an understanding of the human mind and how it operates by discussing the major theories, concepts, and research in cognitive psychology.

**Content:** Detailed examination of how humans encode, perceive, remember, and use the information encountered in daily life. Topics examined include pattern recognition, mental imagery, attention, memory, language, problem solving, creativity, and artificial intelligence.

**Taught:** Fall. Alternate years.

**Prerequisites:** PSY 101.

**Credit:** 3 hours; cross-listed as NSC 310.

**314: Learning and Memory.**

**Goal:** To provide students with a clear and comprehensible integration of classic and contemporary achievements in the field of learning and memory.

**Content:** Principles of respondent and operant conditioning as well as memory and cognition in terms of possible mechanisms, current research, the theory.

**Taught:** Spring. Alternate years.

**Prerequisites:** PSY 101 and MAT 220; PSY 305 or BIO 203; or permission of program director.

**Credit:** 4 hours; cross-listed as NSC 314.

**325: Abnormal Psychology.**

**Goal:** To lead students to a fuller understanding of abnormal behavior and the ways that psychologists study and attempt to treat it.

**Content:** Issues and controversies in defining psychological abnormality; classification and description of abnormal behaviors including physical symptoms and stress reactions, anxiety, addictive disorders, sexual dysfunction, personality disorders, schizophrenia and mood disorders; and theory and research on etiology, treatments and prevention of pathology.

**Taught:** Spring.

**Prerequisite:** PSY 101 and PSY 207 or PSY 304.

**Credit:** 3 hours.

**330: Forensic Psychology.**

**Goal:** To understand the application of psychological principles to forensic psychology.

**Content:** Forensic Psychology involves the application of psychological knowledge or methods to a task faced by the legal system. Both the production and application of the knowledge and methods of psychology to the civil and criminal justice system are explored (e.g., eyewitness memory and testimony, criminal behavior, jury decision making, or competency evaluations).

**Taught:** Fall.

**Prerequisite:** PSY 101.

**Credit:** 3 hours.

**331: Child Psychology.**

**Goal:** To study behavior and development from conception to adolescence with emphasis on infancy and early childhood. To understand theory, research methods, and major findings of developmental psychology.

**Content:** Genetic influences, prenatal influences, physical development, language, cognitive development, and social-emotional development.

**Taught:** Spring.

**Prerequisite:** PSY 101.

**Credit:** 3 hours.

**332: Psychology of Adolescence & Early Adulthood.**

**Goal:** To understand the physical, cognitive, social, and personality development which characterizes adolescence and early adulthood. To understand theory, research methods, and major research findings related to adolescents and adults.

**Content:** Genetic influences, physical changes, social and cultural influences, intellectual development, school influences, peer influences, self-concept, special problems of adolescents, sexual development, and challenges in early adulthood and adult development.

**Taught:** Occasionally.

**Prerequisite:** PSY 101.

**Credit:** 3 hours.

**340: Testing and Therapy.**

**Goal:** To study the value, uses, and limitations of many types of tests including general and special abilities, interests, personality surveys, projectives, and aptitudes. To study the value, uses and limitations of many types of psychotherapies, including individual, family, and couples interventions.

**Content:** Study of testing ethics, reliability and validity determination, specific test uses and misuses, statistical analysis of test results, the therapeutic alliance, ethics in psychotherapy, models of intervention, and effectiveness of various therapeutic approaches.

**Taught:** Fall, alternate years.

**Prerequisites:** PSY 101.

**Credit:** 3 hours.

**396: Special Topics in Psychology.**

**Goal:** To understand psychological topics not covered in-depth in other courses offered in the department.

**Content:** Topics vary. A student may take no more than two such special topics courses. Representative topics include counseling techniques, psychology of sports, applied psychology, forensic psychology, and psychology of health.

**Taught:** Offered occasionally.

**Prerequisites:** PSY 101 and permission of instructor.

**Credit:** 3 hours; cross-listed as NSC (if content applies). A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**441: Senior Seminar: Research.**

**Goal:** To encourage the senior student to apply accumulated knowledge to critical analysis of a selected issue or problem in psychology. Seniors in psychology should have developed an interest in a given area and mastered the methodological skills central to the science of psychology. This senior seminar provides each student with the opportunity for focused research in her area of interest. As an integrative component within the psychology major, the seminar requires the student to connect her own research to other areas of the liberal arts.

**Content:** Students, either individually or in pairs, complete a research project and submit a written report of the literature, methods, results, and discussion of findings.

**Taught:** Fall.

**Prerequisites:** PSY 101, MAT 220, PSY 230, PSY 305 and senior standing.

**Credit:** 3 hours.

**442: Senior Seminar: Applied.**

**Goal:** To encourage the senior student to make connections between a specific content/research area within psychology and a focused content/research area in an academic discipline outside of psychology. Seniors in psychology should already have focused research interests within psychology. This seminar allows students to broaden this focus and apply knowledge gained in psychology to other, relevant areas of study within the liberal arts. Inherently integrative, this course serves as a option for the integrative component within the psychology major.

**Content:** Students complete an interdisciplinary independent research project in which they design a detailed program that addresses a pressing social problem, such as teenage pregnancy, school violence, or homelessness.

**Taught:** Fall.

**Prerequisites:** PSY 101, MAT 220, PSY 230, PSY 305 and senior standing.

**Credit:** 3 hours.

**447: Senior Seminar Lab.**

**Goal:** To consolidate the senior student's knowledge of the field of psychology.

**Content:** Students will review all the major areas of psychology.

**Taught:** Spring.

**Prerequisites:** PSY 101, MAT 220, PSY 230, PSY 305, PSY 441 or 442, senior standing.

**Credit:** 1 hour.

**451: Directed Independent Study.**

**Goal:** To provide opportunities to engage in faculty-supervised or student-controlled research projects. To study a topic in-depth not ordinarily offered by the department.

**Content:** Topics vary; examples: AIDS research project; abortion attitudes; projective techniques; analysis of childhood fairy tales.

**Taught:** Fall, Spring.

**Prerequisites:** Major of senior standing, and consent of instructor.

**Credit:** 3 hours.

**452: Field Study.**

**Goal:** To gain experience in application of psychological findings to community settings including psychiatric hospitals, social service agencies, and crisis lines, etc.

**Content:** Varies with instructor.

**Taught:** Fall, Spring.

**Prerequisites:** Appropriate background and permission of intern supervisor.

**Credit:** 1-12 hours.

**499: Honors Thesis.** (Fee required)

# Religious Studies

Religious Studies is the critical inquiry into cultural expressions - such as myth, ritual, symbols, and sacred texts - that address fundamental human concerns. The student of religion develops a broad methodological base from areas such as history, sociology, and literature to address comprehensively and cross-culturally such issues as the origins of religious communities, their similar and divergent practices and beliefs, and their literature.

**Major Program.** The Religious Studies major is designed to introduce students to the study of religious beliefs, practices, and institutions. Its predominant focus is on Christianity but includes the study of other faiths. A major in which the liberal arts come together, Religious Studies uses a variety of methodological approaches (including philosophy, sociology, theology, and anthropology) to understand critically what religious people believe and do.

## Major Requirements: Religious Studies

The student learning outcomes for the Religious Studies major are as follows:

1. She will develop more fully her knowledge of cultural expressions - such as myth, ritual, symbols, and sacred texts - that address fundamental human concerns, with particular attention to Jewish, Christian, and Islamic traditions;
2. She will develop a broad methodological base from areas such as history, philosophy, sociology, and literature to address comprehensively and cross-culturally such issues as the origins of religious communities, their similar and divergent practices and beliefs, and their literature;
3. She will strengthen her abilities to think critically, analyze cogently, organize and articulate thoughts clearly, and develop her own informed opinions.

The Religious Studies curriculum consists of 33 hours, distributed as follows:

### *Required Courses (12 hours):*

REL 100: Theories and Methods in Religious Studies 3 hours  
REL 110: Introduction to Theology 3 hours  
REL 120: Introduction to Christianity 3 hours  
REL 400: Senior Research Project 2 hours  
REL 401: Senior Project Presentation 1 hour

### *Two of the Following (6 hours):*

REL 212: The Abrahamic Traditions 3 hours  
REL 216: Faith and Doubt 3 hours  
REL 225: Exploring the World's Religions 3 hours  
REL 290: Readings in Religious Studies 3 hours

### *Five of the Following (15 hours):*

REL 301: Hebrew Bible/Old Testament 3 hours  
REL 302: New Testament and Early Christian Literature 3 hours  
REL 306: Seminar in Ancient or Medieval Thought 3 hours  
REL 309: From Modern to Postmodern 3 hours  
REL 310: Religion and Society 3 hours  
REL 396: Special Topics in Religion 3 hours  
REL 451: Directed Independent Study 3 hours

**Integrative Experience.** Students in Religious Studies will fulfill the integrative experience within the major as part of the Capstone Experience.

Capstone Experience. The Religious Studies major will culminate in the two-semester long Senior Research Project (REL 400 and REL 401), which will consist of the following components:

1. A senior portfolio containing the following:

- Several (at least 3) papers the student deems most representative of her work in Religious Studies, though it must include papers from courses taken in at least two different semesters (preferably from different years).
- A 3-5-page essay reflecting on her progress as a religious Studies scholar, using her portfolio papers as evidence of her progress and growth.
- A 2-page document discussing professional plans. This document will be the fruit of discussions with faculty teaching REL 400/REL 401 about student's plans for life after graduation.

2. A substantial research paper in Religious Studies which integrates material and perspectives from at least one other discipline in order to fulfill the Integrative Experience requirement. The student will spend her first semester researching the paper, writing a proposal and literature review, and writing an initial draft. In the second semester, she will complete and refine her arguments and present the paper at a public forum.

**Professional Development.** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. In addition, students majoring in Religious Studies will satisfy this requirement by providing her advisor with two documents:

1. A 2-page summary of one of the following experiences: an internship taken as REL 452, a summer employment experience acceptable to the Philosophy and Religious Studies department, volunteer work deemed acceptable by the Philosophy and Religious Studies department, or other work experience deemed acceptable by the Philosophy and Religious Studies department. The summary will reflect upon how a liberal arts education enhances a student's preparation for a career and further professional growth.
2. The 2-page document discussing career plans that will be included in her senior portfolio, as discussed above (under Capstone Experience).

**Minor Requirements: Religious Studies.** A minor in Religious Studies consists of 18 semester hours as follows:

*Required Courses (3 hours):*

REL 100: Theories and Methods in Religious Studies 3 hours

*Any two from the following list. At least one course at the 200 level (6 hours):*

REL 110: Introduction to Theology 3 hours  
 REL 120: Introduction to Christianity 3 hours  
 REL 212: The Abrahamic Traditions 3 hours  
 REL 216: Faith and Doubt 3 hours  
 REL 225: Exploring the World's Religions 3 hours  
 REL 290: Readings in Religious Studies 3 hours

*Any three from the following list (9 hours):*

REL 301: Hebrew Bible/Old Testament 3 hours  
 REL 302: New Testament and Early Christian Literature 3 hours  
 REL 306: Seminar in Ancient or Medieval Thought 3 hours  
 REL 309: From Modern to Postmodern 3 hours  
 REL 310: Religion and Society 3 hours  
 REL 396: Special Topics in Religion 3 hours  
 REL 451: Directed Independent Study 3 hours

**Resources for Non-Majors.** Religion courses are open to all students and are excellent resources for learning about other cultures. Also, for students in the humanities and social sciences, the study of religion represents an excellent opportunity to practice the various methodologies used in other areas of study.

**Postgraduate Opportunities.** The study of religion prepares a student for graduate programs in religion, for professional programs in religion or religious education, or for any profession in which creative and critical thinking is a requirement.

**Pre-Seminary Program.** Wesleyan College offers no pre-seminary major as such. Students interested in pursuing graduate studies in a theological seminary, with either some form of professional ministry or higher graduate work in view,

should consider the recommendation of the Association of Theological Schools and take a broad range of courses in literature, history, natural sciences, social sciences, fine arts and music, languages, and religion (Christian and non-Christian).

Pre-seminary students frequently choose to major in fields such as English, history, religion, and philosophy, but any liberal arts subject is appropriate including the sciences and mathematics and the fine arts.

The Religious Studies program provides courses in Old Testament and New Testament, along with courses on non-Western religions, religion and society, and a range of special topics on various other religious themes. The Philosophy program has courses that supplement these offerings, including Self and Social Responsibility, Ethics, and Nineteenth and Twentieth Century Philosophy. Pre-seminary students not majoring in either of these programs should consider electing at least some religion and philosophy courses in consultation with faculty members.

In addition to enrolling in some of the above courses, pre-seminary students should consult with the pre-seminary program advisor. Pre-seminary students are also encouraged to participate in periodic information sessions on graduate programs, round-table discussions with local ministers, and internship, all of which help students discern their vocations and prepare for post graduate study.

### **Religious Studies (REL) Gen. Ed. Course Descriptions**

#### **100: Theories and Methods of Religious Studies.**

**Goal:** To introduce students to methodologies for the critical study of religion, and to study those characteristics of religion and the religious experience that seem to pervade a variety of religious traditions.

To develop a working definition of religion as well as an appreciation of the cross-cultural dimension of the religious experience and the role this experience plays in self-development.

**Content:** Introductory texts in religious studies; primary sources from particular religious traditions.

**Taught:** Annually.

**Gen. Ed. Category:** Exploring; Individuals & Communities (HUM).

**Credit:** 3 hours.

#### **120: Introduction to Christianity.**

**Goal:** To introduce students to the teachings and practices of the various forms of Christianity. The class surveys the sweep of Christian history from its Biblical foundations to the present, including the shift from the western world to the southern hemisphere and contemporary movements such as ecumenism, evangelicalism, and charismatic/pentecostalism.

**Content:** Primary religious texts and scholarly works on the history, culture, and teachings of Christianity.

**Taught:** Annually.

**Gen Ed. Category:** Exploring; Individuals & Communities (HUM).

**Credit:** 3 hours.

#### **216: Faith and Doubt.**

**Goal:** To introduce students to the philosophical issues raised by faith and doubt concerning "the Divine," including the nature of religious language and institutions and the impact such faith and doubt has on views of reality and ethics.

**Content:** Faith in some conception of a "Divinity" is still an important component of human societies, in spite of increasing attacks against faith and in favor of doubt. These debates about faith and doubt employ interesting philosophical arguments and have important philosophical, social, and political ramifications. Students will engage texts that argue for and against the rationality of belief in divinity, the importance of faith and doubt on views of social and ethical life, and differing views of reality connected with faith and doubt.

**Taught:** Alternate years.

**Gen. Ed. Category:** Exploring; Individuals & Communities, (HUM).

**Credit:** 3 hours; cross-listed as PHI 216.

#### **225: Exploring the World's Religions.**

**Goal:** To introduce students to the basic teachings and practices of various religious traditions, including Hinduism, Buddhism, Jainism, Daoism, Confucianism, Shinto, the Abrahamic faiths, as well as more recent and alternative traditions. Blending the study and discussion of primary and secondary texts, research into related sacred scriptures, visits to places of worship and ritual, and guest lectures by religious leaders and scholars, the course encourages direct experience of these traditions. Throughout the course, special attention will be given to interreligious dialogue, the roles and experiences of women, and other contemporary issues in the study of religion.

**Content:** Primary texts (including the Hebrew Bible, New Testament, Qur'an, Hadith and Sufi writings) and scholarly works on the history and cultures of the Abrahamic traditions.

**Taught:** Alternate years.

**Gen. Ed. Category:** Developing; Writing Competency; (HUM).

**Prerequisite:** Satisfactory completion of College writing proficiency requirement.

**Credit:** 3 hours.

### **290: Readings in Religious Studies.**

**Goal:** To introduce students to the sorts of questions and issues discussed in religious texts and the ways that scholars of religion discuss these questions and issues. To help students develop their own skills in the reading and analysis of texts in religious studies.

**Content:** The class is configured to focus either on a particular issue, movement, time period, or thinker within religious studies. Representative topics might include Faith and Doubt in Modernity, C.S. Lewis and Friends, Fundamentalisms in World Religions, Feminist Theology, Religious Issues in Modern Literature, Literary Analysis of the Bible, Religion and the Scientific Worldview, and New Religions in America. The class can be understood as an introductory-level special themes course.

**Taught:** Alternate years.

**Gen Ed. Category:** Exploring; Individuals & Communities, (HUM).

**Credit:** 3 hours.

### **309: From Modern to Postmodern.**

**Goal:** To engage students in the critical reading and assessment of significant philosophical and religious thinkers or philosophical and religious trends from the Modern period until today.

**Content:** Students will examine in detail the philosophical and religious ideas of a particular thinker, school of thought, or philosophical/religious trend from the early modern period until today. Emphasis will be given to the characteristics of Modernism (in a range of different fields, including philosophy, theology, literature, and art) and the critiques of it in Postmodernism.

**Taught:** Alternate years.

**Gen Ed. Category:** Synthesizing, (HUM).

**Credit:** 3 hours;cross-listed as PHI 309.

## **Religious Studies (REL) Other Course Descriptions**

### **110: Introduction to Theology.**

**Goal:** To introduce students to important figures, themes, concepts, and practices in the history of Christian theology. Based on analysis and discussion of primary and secondary texts, students will be equipped to inquire and dialogue about critical developments in theology, including: Christology, the Trinity, hermeneutics, ethics, eschatology, current issues of gender, race, and sexuality, and the roles and experiences of women.

**Content:** Introductory texts in theological studies and primary readings by influential theologians.

**Taught:** Alternate years.

**Credit:** 3 hours.

### **212: The Abrahamic Traditions.**

**Goal:** To explore the Abrahamic traditions of Judaism, Christianity, and Islam. Stemming from research into the historical and theological foundations of these traditions, students are equipped to engage in constructive dialogue about the common heritage and distinctive ideas and practices of each tradition. Building on their study of history, theology, the Hebrew Bible, New Testament, and Qur'an, students also consider critical themes in Jewish-Christian-Muslim relations, ethics, geopolitics, and the roles of women.

**Content:** Primary texts (including the Hebrew Bible, New Testament, Qur'an, Hadith and Sufi writings) and scholarly works on the history and cultures of the Abrahamic traditions.

**Taught:** Alternate years.

**Credit:** 3 hours.

### **301: Hebrew Bible/Old Testament.**

**Goal:** To introduce students to the Hebrew Bible and subsequent literature from a variety of scholarly approaches.

**Content:** Primary texts from the Bible, Second Temple literature, and midrash, and scholarly works on historical-critical, literary, and feminist approaches to the Hebrew Bible.

**Taught:** Alternate years.

**Credit:** 3 hours.

**302: New Testament and Early Christian Literature.**

**Goal:** To introduce students to the New Testament and Early Christian literature, culture, and history.

**Content:** Primary texts from the Bible and early Church writings, books on early Christian culture and social history, including the role and experience of women in the Church.

**Taught:** Alternate years.

**Prerequisite:** One course in REL or permission of instructor.

**Credit:** 3 hours.

**306: Seminar in Ancient or Medieval Thought.**

**Goal:** To engage students in the critical reading and assessment of significant philosophers/theologians or philosophical/theological trends from the pre-Socratics through the High Middle Ages.

**Content:** Students will examine in detail the philosophical/theological ideas of a particular philosopher/theologian, school of philosophy/theology, or philosophical/theological trend from the pre-Socratics through the High Middle Ages, such as the close examination of the works of a single thinker (e.g., Plato or Augustine), a school of thought (e.g., Neoplatonism or Aristotelianism), or philosophical/theological issue (e.g., problem of universals, nature of sacraments, or mysticism).

**Taught:** Alternate years.

**Credit:** 3 hours;cross-listed as PHI 306.

**310: Religion and Society.**

**Goal:** To introduce students to sociological methods as they are applied in the study of religion and to the understandings of religion which are gained by these methods.

**Content:** Writings in the sociology of religion, including not only a survey text which provides a general overview of the field, but also monographs and/or essays which develop particular sociological perspectives in more detail.

**Taught:** Alternate years.

**Prerequisite:** One course in REL or permission of instructor.

**Credit:** 3 hours.

**396: Special Topics in Religion.**

**Goal:** To introduce students to the in-depth study of a special area of religion.

**Content:** Primary and secondary texts appropriate to the topic. Examples of special topics include a focus on a particular religious thinker or religious thought or broader topics like psychology and religion or apocalyptic literature.

**Taught:** Alternate years.

**Prerequisite:** Any 300-level REL course or permission of instructor.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**400: Senior Research Project.**

**Goal:** To provide advanced Religious Studies students with the opportunity to engage in a lengthy, meaningful research project in Religious Studies and to reflect on her development as a Religious Studies scholar and on how her major informs her future plans.

**Content:** Students will create a Religious Studies portfolio that includes several representative papers, a reflection on her growth as a Religious Studies scholar, and a reflection on how her Religious Studies major can inform her future plans. She will also engage in extensive research on a problem in Religious Studies that will issue in a work that will be presented in a public forum.

**Prerequisite:** Four REL courses (or permission of the instructor).

**Credit:** 2 hours.

**401: Senior Research Presentation.**

**Goal:** To provide advanced Religious Studies students with the opportunity to complete and present a lengthy, meaningful research project in Religious Studies and to complete reflections on her development as a Religious Studies scholar and on how her major informs her future plans.

**Content:** Students will complete a Religious Studies portfolio that includes several representative papers, a reflection on her growth as a Religious Studies scholar, and a reflection on how her Religious Studies major can inform her future plans. She will also complete her extensive research project and present it in a public forum.

**Credit:** 1 hour.

**451: Directed Independent Study.**

**Goal:** To encourage students to develop skills for independent and creative research into selected problems in religious studies.

**Content:** To be selected in consultation between student and instructor.

**Taught:** Fall, Spring.

**Prerequisite:** Permission of instructor and program director.

**Credit:** 1-6 hours.

**452/199: Field Study.**

**Goal:** To introduce students to on-site experience of specific vocations in religion.

**Content:** Actual work experience.

**Taught:** Fall, Spring.

**Prerequisite:** Permission of instructor and program director.

**Credit:** 1-12 hours.

**499: Honors Thesis.** (Fee required)

# Spanish

The Spanish program at Wesleyan prepares students with a firm foundation of skills and knowledge to take advantage of opportunities for Spanish-speaking employees and volunteers in the United States. Such opportunities expand each year with the ever-increasing Hispanic population and the opening of more free trade zones within the Americas. A major or minor in Spanish complements study in areas such as business, education, international relations, law, pre-seminary, human services, and pre-med.

**Major Program.** All Spanish majors are encouraged to participate in a year-or a semester-abroad program either in Spain or in Latin America, or an intensive summer course in a Spanish-speaking country. Courses taken abroad may be substituted for some of the required courses, on the recommendation of the Spanish faculty and with the approval of the program director and the Registrar.

The Modern Foreign Language faculty encourages students to double major or minor in fields such as fine arts, business, communication, education, English, journalism, history, history/political science, human services, international relations, math/science, and psychology. Faculty advisors provide counsel on graduation requirements, overseas programs, jobs, and graduate study. Students are encouraged to declare their major by the beginning of their sophomore year. In addition to the courses listed below, the major includes an integrative experience and a professional development experience.

The student learning outcomes for the Spanish major are:

- I. speak confidently at an intermediate high to advanced low level (ACTFL scale) in Spanish, with a mindfulness of register, context, and cultural norms.
- II. communicate in a variety of written forms in Spanish at an intermediate high to advanced low level (ACTFL scale), including research writing, creative writing, and interpersonal communication.
- III. understand Hispanic peoples and cultures through readings and research in primary and secondary sources, comparison with other cultures, and the impact of historical events on current events.
- IV. demonstrate an understanding of the foundations of literature in Spanish and its reflection of historical contexts and societal norms and shifts, as well as proper literary citation in MLA style.
- V. develop additional depth and breadth of knowledge in literature, culture, or language for special purposes.

**Major Requirements: Bachelor of Arts in Spanish.** The Spanish major contains a total of 34 semester hours beyond SPA 101, 102:

The requirements for the Spanish major and the goal that each fulfills are as follows:

- I. \*SPA 211 Intermediate Spanish I - 3 hours  
SPA 212 Intermediate Spanish II - 3 hours  
SPA 250 Spanish Phonetics - 3 hours  
SPA 307 Advanced Spanish Conversation - 3 hours
- II. SPA 318 Advanced Composition - 3 hours  
SPA 475 Portfolio Presentation - 1 hour
- III. SPA 305 Spanish Culture and Civilization - 3 hours  
SPA 306 Latin American Culture and Civilization - 3 hours
- IV. SPA 352 Early Spanish Peninsular Literature - 3 hours  
Or SPA 354 Spanish Peninsular Literature: 19<sup>th</sup> Century to the Present  
SPA 358 Survey of Latin American Literature - 3 hours
- V. Choose 2 courses (6 hours) from the following (Students may not take both SPA 220 and SPA 320 to fulfill this requirement):  
SPA 220 Intermediate Medical Spanish - 3 hours  
SPA 320 Advanced Medical Spanish - 3 hours  
SPA 327 Business Spanish - 3 hours  
SPA 396 Special Topics in Spanish - 3 hours  
SPA 451 Directed Independent Study - 3 hours  
Or an additional literature course not taken to fulfill the requirements of section IV.

**Integrative Experience.** Spanish majors will be required to submit a substantial senior portfolio and give an oral presentation of their research in order to satisfy their integrative experience requirement. A student must choose an integrative experience advisor from the Modern Foreign Language faculty and begin developing her portfolio as soon as she has declared her major. The student is expected to have regularly scheduled meetings with her advisor and submit ongoing evidence of the progress she is making toward completing her portfolio project. Following the guidelines set up by the Modern Foreign Languages Department, the student will engage in portfolio building activities in all her upper-level Spanish courses. Formal presentation of the portfolio, however, will occur in SPA 475. The senior portfolio will be interdisciplinary in nature. In addition to reflecting on the courses that she has taken in her major, the student will also be asked to show the connections between these courses and the courses outside the Spanish major.

**Professional Development.** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. In addition, students who major in Spanish are encouraged to participate in a workplace experience by means of one of the following: an internship taken as the SPA 452 Field Study Course; a summer employment experience; volunteer work or any other comparable work experience deemed acceptable to the Modern Foreign Languages Department. A journal description of the workplace experience will be included in the portfolio presented for the Integrative Experience.

**Minor Requirements: Spanish.** A minor in Spanish consists of a minimum of 18 hours distributed as follows:

\*SPA 211 Intermediate Spanish I - 3 hours  
SPA 212 Intermediate Spanish II - 3 hours  
SPA 250 Spanish Phonetics - 3 hours  
OR SPA 307 Advanced Spanish Conversation  
SPA 318 Advanced Composition - 3 hours  
SPA 305 Spanish Culture and Civilization - 3 hours  
OR SPA 306 Latin American Culture and Civilization  
OR SPA 327 Business Spanish  
OR SPA 220/320 Intermediate/Advanced Medical Spanish  
One additional literature course in Spanish at or above the 300 level - 3 hours

\*Students who place beyond SPA 211 must take sufficient upper-level SPA courses to earn 34 hours for the major and 18 hours for the minor. Students who place above proficiency level may earn credit for foreign language courses at or above the intermediate level by passing the appropriate department challenge examination(s).

**Resources for Non-Majors.** Spanish courses are open to all students based on level of placement. Students are encouraged to take subsequent courses as they meet the prerequisites. Spanish courses provide an excellent complement to nearly all majors because the growing Hispanic population in the country makes the ability to communicate with non-English speakers desirable in practically all fields—medicine, law, business, industry, and government.

**Postgraduate Opportunities.** Students who major in Spanish often go on to jobs in fields such as international business, foreign service, marketing, education, translation/interpretation, and journalism, or to graduate study in Spanish, Romance languages, linguistics, the teaching of English as a foreign language, foreign relations, international law, and medicine, where knowing Spanish may be a necessary component of their major.

### **Spanish (SPA) Gen. Ed. Course Description**

#### **211 Intermediate Spanish.**

**Goal:** To improve and development speaking, reading, and writing in Spanish through dialogues, magazine articles, and literary selections.

**Content:** Emphasis on grammar, comprehension of advanced conversation and reading, and development of correct sentence structure.

**Taught:** Fall.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena; (HUM).

**Prerequisites:** SPA 102, 150, or placement.

**Credit:** 3 hours.

**220: Intermediate Medical Spanish.**

**Goal:** To elicit and to understand necessary medical information from an exclusively Spanish-speaking patient.

**Content:** Emphasis on vocabulary and grammatical structures necessary for communication in a medical environment and standard medical interviews. Secondary emphasis on providing information that will enhance the student's knowledge of Hispanic cultural attitudes toward health issues. Class conducted in Spanish.

**Taught:** As needed.

**Gen. Ed. Category:** Expanding; Diverse & Interdependent world; (HUM).

**Prerequisites:** SPA 102, 150, or placement.

**Credit:** 3 hours.

**320: Advanced Medical Spanish.**

**Goal:** To elicit and to understand necessary medical information from an exclusively Spanish-speaking patient.

**Content:** This course is designed for those who are currently taking advanced 300-level Spanish courses and who specifically need to practice communication in a health-related profession. It will emphasize role-play exercises for the standard medical interview. Secondary emphasis is placed on providing information that will enhance the student's knowledge of Hispanic cultural attitudes toward health issues. Class conducted in Spanish. A student cannot receive credit for this course if she already has credit for SPA 220.

**Taught:** As needed.

**Gen. Ed. Category:** Expanding; Diverse & Interdependent world; (HUM).

**Prerequisites:** SPA 318

**Credit:** 3 hours

**Spanish (SPA) Other Course Descriptions****101, 102: Elementary Spanish I, II.**

**Goal:** To teach students to speak, understand, read, and write basic Spanish.

**Content:** Subjects used in learning the four basic skills include everyday situations relevant to Hispanic culture.

**Taught:** SPA 101, Fall; SPA 102, Spring.

**Prerequisite:** SPA 101 or equivalent for SPA 102.

**Credit:** 3 hours. (Students must earn grades of C or better in these courses to fulfill the modern foreign language proficiency requirement).

**150: Spanish for Advanced Beginners.**

**Goal:** To teach students to speak, understand, read, and write basic Spanish.

**Content:** Subjects used in learning the four basic skills include everyday situations relevant to Hispanic culture.

**Taught:** Fall.

**Prerequisite:** 2 years of Spanish in high school and placement between SPA 101 and 102 on placement exam or permission of instructor.

**Credit:** 4 hours. (Students must earn grades of C or better in these courses to fulfill the modern foreign language proficiency requirement).

**212: Intermediate Spanish.**

**Goal:** To improve and develop speaking, reading, and writing in Spanish through dialogs, magazine articles, and literary selections.

**Content:** Emphasis on grammar, comprehension of advanced conversation and reading, and development of correct sentence structure.

**Taught:** Spring.

**Prerequisites:** SPA 211 or equivalent.

**Credit:** 3 hours.

**250: Spanish Phonetics.**

**Goal:** To improve Spanish pronunciation through study of pronunciation rules and practice in and out of class.

**Content:** Students will study sounds, phrasing, intonation, as well as common pronunciation errors of English speakers learning Spanish and will practice corrections of these mistakes.

**Taught:** Spring alternate years.

**Prerequisite:** SPA 211 and 212 or equivalents, or concurrent enrollment in SPA 212.

**Credit:** 3 hours.

**305: Spanish Culture and Civilization.**

**Goal:** To provide a geographical, historical, and cultural overview of Spain.

**Content:** Geographical, historical, ethnic, and religious influences. Focus on historic highlights that have contributed to present-day Spanish society.

**Taught:** Fall. Alternate years.

**Prerequisite:** SPA 212 or equivalent.

**Credit:** 3 hours.

**306: Latin American Culture and Civilization.**

**Goal:** To provide a geographical, historical, and cultural overview of Latin America (which includes for the purpose of this course, all countries in the Western Hemisphere in which Spanish is spoken).

**Content:** Geographical, historical, ethnic, and religious influences. Focus on how the blend of indigenous civilizations, with the addition of both African and European influences, has produced the multitude of societies in this region.

**Taught:** Fall. Alternate years.

**Prerequisite:** SPA 212 or equivalent.

**Credit:** 3 hours.

**307: Advanced Spanish Conversation.**

**Goal:** To improve Spanish speaking and listening skills.

**Content:** The goal of this course is to offer students as much time speaking Spanish as possible. This goal may be met through activities such as debates, discussions of films, news and cultural articles, student presentations, role play, drama.

**Taught:** Spring alternate years.

**Prerequisites:** SPA 211 and SPA 212 or equivalents.

**Credit:** 3 hours.

**318: Advanced Composition.**

**Goal:** To refine writing skills, enrich vocabulary, and emphasize grammar.

**Content:** Weekly writing assignments, translation, and advanced reading.

**Taught:** Fall.

**Prerequisite:** SPA 212 or equivalent.

**Credit:** 3 hours.

**327: Business Spanish.**

**Goal:** To provide students with the vocabulary needed to communicate effectively, both orally and in writing, and to transact daily business operations in Spanish. To help students become better prepared for the ever-increasing demands of the growing international market.

**Content:** The course combines practical language with the study of Spanish business terminology. Emphasis is on conversation and business transactions such as preparing commercial correspondence, as well as reading, writing and translating contracts and other related documents in Spanish.

**Taught:** Offered occasionally.

**Prerequisite:** SPA 318 or equivalent or permission of instructor..

**Credit:** 3 hours.

**352: Early Spanish Peninsular Literature.**

**Goal:** To introduce major writers of Spain from the Middle Ages, the Renaissance, and the Baroque periods with emphasis on historical conditions and literary genres.

**Content:** Poetry, drama, prose and essay. Selections from major authors such as Miguel de Cervantes, Lope de Vega, Calderón de la Barca, Santa Teresa, San Juan de la Cruz.

**Taught:** Spring alternate years.

**Prerequisite:** SPA 318 or equivalent. SPA 305 recommended.

**Credit:** 3 hours.

**354: Spanish Literature: 19th Century to the Present.**

**Goal:** To introduce major writers of Spain from the 19th and 20th Centuries (Romanticism, Realism, Naturalism, Modernism, etc) as well as the most recently published authors, with emphasis on historical conditions and literary genres.

**Content:** Poetry, drama, prose and essay. Selections from major authors such as Benito Pérez Galdós, Miguel de Unamuno, Carmen Laforet, Federico García Lorca, Manuel Rivas.

**Taught:** Spring alternate years.

**Prerequisite:** SPA 318 or equivalent. SPA 305 recommended.

**Credit:** 3 hours.

**358: Survey of Latin American Literature.**

**Goal:** To acquaint students with the literature from colonial Spanish America to the present. To study literary movements that influenced Latin American thought: naturalism, realism, modernism, surrealism, and magical realism.

**Content:** Selections from major authors such as Sor Juana Inés de la Cruz, Rubén Darío, Jorge Luis Borges, Bernal Díaz del Castillo, Cabeza de Vaca, Julio Cortázar, and Isabel Allende.

**Taught:** Spring. Alternate years.

**Prerequisite:** SPA 318 or equivalent. SPA 306 recommended.

**Credit:** 3 hours

**396: Special Topics in Spanish.**

**Goal:** To allow students to concentrate on a particular area of language or literature.

**Content:** Varied.

**Taught:** Fall. Alternate years.

**Prerequisites:** SPA 356 or equivalent, and permission of instructor.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**451: Directed Independent Study.**

**Goal:** To provide additional advanced work in Spanish language or literature.

**Content:** Varied, according to course taught.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisites:** Permission of the instructor and the program director. Open to advanced students only.

**Credit:** 1-6 hours.

**452/199: Field Study.**

**Goal:** To provide practical experience to allow the student to apply what she has learned.

**Content:** Generally dealing with communicative, administrative, or instructional assistance; student will perform support services such as limited translation or interpretation, or use language skills to perform other duties under professional supervision.

**Taught:** Upon request of student, with approval of sponsoring faculty.

**Prerequisite:** Permission of the instructor and program director.

**Credit:** 1-12 hours.

**475: Portfolio Presentation.**

**Goal:** To provide a capstone experience for Spanish majors in which students construct and present a senior portfolio to document their integrative experience.

**Content:** Students will use the completed portfolio and subsequent oral presentation to reflect upon the interdisciplinary nature of their course of study. The final step in the process will be to submit the completed portfolio to the Modern Foreign Language faculty for evaluation and assessment of the student's integrative experience.

**Taught:** Spring.

**Credit:** 1 hour.

**499: Honors Thesis. (Fee required)**

# Theatre

The theatre department offers academic and practical courses. Students analyze plays and learn about theatre of the past and present; study acting, directing, voice, movement, and technical theatre; and bring productions to life. Wesleyan's theatre courses are appropriate for students with professional or scholarly aspirations, as well as for students with a general interest in the field.

Departmental productions focus on strong roles for women. Students gain stage experience and excel in areas traditionally dominated by men, such as directing, playwriting, and technical work. Theatre majors are expected to work on productions throughout the college career. Roles and crew assignments are open to all students, regardless of major or year.

The Wesleyan student who majors in theatre receives a foundation that prepares her for apprenticeship, graduate school, or work in the profession. The theatre degree enhances career paths that call for organizational ability, collaboration, effective speech, creativity, problem-solving, and analytical/critical skills.

Student learning outcomes for the Theatre major are that the student:

- I. gain skill in analysis and criticism of plays and performance events
- II. develop effective techniques for dramatic expression as actors
- III. gain experience on and off stage in theatre productions, as actors or technicians
- IV. acquire an understanding of the theatrical past and connect it to the present
- V. learn to communicate clearly, in oral and written form
- VI. choose to develop advanced skills in acting, management, or writing.

## **Major Requirements: Theatre. (40 hours total).**

### *I. Required Courses (31 semester hours):*

- THE 110 Criticism and Practice in Theatre 3 hours
- THE 125 Acting I 3 hours
- THE 210 Theatre History and Literature I 3 hours
- THE 212 Theatre History and Literature II 3 hours
- THE 322 Stage Management and Producing for Theatre or THE 333 Acting III 3 hours
- THE 250 Practicum in Theatre 3 hours
- THE 396 Special Topics 3 hours
- THE 430 Senior Integrative Seminar 3 hours
- THE 235 Performance and Production (total of 7 hours)

The seven hours of performance and production laboratory are intended to be distributed over seven semesters, unless special permission is given.

### *II. An additional 9 semester hours are required from the following:*

- THE 215 Theatre Design 3 hours
- THE 225 Acting II 3 hours
- THE 233 Voice and Movement for Actors 3 hours
- THE 245 Shakespeare on Page and Stage 3 hours
- THE 318 Directing 3 hours
- THE 333 Acting III 3 hours
- THE 353 Playwriting 3 hours

**Integrative Experience.** The integrative experience is fulfilled in the theatre major by the Senior Theatre Integrative seminar, THE 430. Each student creates a personal artistic statement, a resume, an artistic project, and an interdisciplinary critical thinking research paper. During the seminar, students connect the creation and production of artistic forms with theoretical perspectives and experiences outside of the theatre arts.

**Professional Development.** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. In addition, students meet individually with theatre faculty in the sophomore year to discuss post-graduate plans. If interested in professional work or graduate school, students are encouraged to

intern during the summer with professional theaters after interviews and/or auditions either locally or nationally. For example, students have worked at Imagination Stage in DC, Georgia Shakespeare Festival, Horizon Theatre, Texas Legacies, Santa Fe Opera, Smoke on the Mountain, West Virginia Stage Company, Banner Elk Theatre, and the Maine State Music Festival. In Macon, students may work for the historic Douglass Theatre, the Cox Capitol Theatre, Macon Little Theatre, Theatre Macon, or local schools and community centers. The internship must not interfere with the student's obligations to Wesleyan Theatre productions during the academic year. Academic credit is available through THE 199/452.

### **Minor Requirements: Theatre**

A minor in Theatre requires 18 hours, from the following:

*I. Required courses (12 semester hours):*

THE 110 Criticism and Practice in Theatre 3 hours

THE 125 Acting I 3 hours

THE 250 Practicum in Theatre 3 hours

THE 335 Race, Ethnicity, Gender, and Performance or THE 396 Special Topics 3 hours

*II. Additional courses (6 semester hours):*

Six semester hours from any of the other Theatre courses

### **Theatre (THE) Gen. Ed. Course Descriptions**

#### **102: Performance and U.S. Culture.**

**Goal:** To use improvisation and role playing to explore movement, gesture, and voice. To offer international students a drama experience. Domestic students may also take the course.

**Content:** The course focus is on active studio work, including observation, improvisation, movement, and voice and speech exercises. Students will also watch short films and perform scenes. Physical movement is part of the course. THE 102 does not count toward the Theatre major or minor.

**Taught:** As needed, usually in the summer.

**Gen. Ed. Category:** Exploring; Thinking and Expressing Creatively (FA).

**Credit:** 3 hours.

#### **110: Criticism and Practice.**

**Goal:** To look critically at plays, performance history, and/or theatrical practices. To develop skills in the analysis, enactment, and interpretation of performance events, theatre literature, or theatre criticism.

**Content:** A particular area of theatre or performance will be closely studied through reading and active performance. Expertise in acting will not be required or expected, but short performances will help students analyze plays and performance events. Students will articulate ideas in group discussion and oral reports. Given the occasional change in topic, THE 110 is repeatable one time as THE 112 if the topic is distinct. THE 112 is not a general education course.

**Taught:** Annually.

**Gen. Ed. Category:** Developing; Speaking Competency (FA).

**Credit:** 3 hours.

#### **125: Acting I.**

**Goal:** To introduce students to the fundamentals of acting, including relaxation, concentration, collaboration, and self-confidence, and thereby develop the skills for effective dramatic expression and interpretation.

**Content:** Theatre exercises and games, monologues, improvisation, and scene study. Physical activity is required.

**Taught:** Fall, Spring, and occasionally Summer.

**Gen. Ed. Category:** Exploring; Thinking and Expressing Creatively (FA).

**Credit:** 3 hours.

#### **245: Shakespeare on Page and Stage.**

**Goal:** To provide students with an understanding and appreciation of the plays of William Shakespeare.

**Content:** Students read ten of Shakespeare's plays across the genres. Through papers and discussion, the class analyzes the ways the texts have impact not only on readers, but also, and even more significantly, on performers, audiences, and critics.

**Taught:** Every two years, or as needed as a prerequisite for Acting III.

**Prerequisites:** WISe 101 and satisfactory completion of College writing proficiency requirement.

**Gen. Ed. Category:** Developing; Writing Competency (FA).

**Credit:** 3 hours.

**335: Race, Ethnicity, Gender, and Performance.**

**Goal:** To learn to perceive and respond thoughtfully and energetically, in oral and written form, to issues of race, ethnicity, and gender in plays, films, and the performance process itself.

**Content:** Highlighting the construction and variety of women's identities, this advanced methods course offers comparative analyses of contemporary performance texts within the context of critical and theoretical writings.

**Taught:** Every second to third year.

**Prerequisites:** WISe 101 or ENG 101.

**Gen. Ed. Category:** Expanding; Women's Experience (FA).

**Credit:** 3 hours; cross-listed as WST 335.

**Theatre (THE) Other Course Descriptions****107: Applied Lessons in Theatre Performance.**

**Goal:** To enable students to develop expertise in performance for auditions and professional work

**Content:** Students will receive individual and/or team coaching sessions per semester. They will work on choice of material, acting technique, effective partnering, and audition strategies. Students must provide their own script materials for these sessions. A course fee is required.

**Taught:** Fall, Spring.

**Prerequisite:** Permission of the instructor.

**Credit:** 1 hour; Repeatable for maximum of 4 hours.

**112: Theatre Practice and Criticism.**

**Goal:** To look critically at plays, performance history, and/or theatrical practices. To develop skills in the analysis, enactment, and interpretation of performance events, theatre literature, or theatre criticism.

**Content:** A particular area of theatre or performance will be closely studied through reading and active performance. Expertise in acting will not be required or expected, but short performances will help students analyze performance events during class discussion.

**Taught:** Occasionally.

**Credit:** 3 hours.

**130: Yoga and Relaxation for Actors.**

**Goal:** To introduce gentle yoga techniques to release tension, improve vocal and physical expressiveness, and enhance the creative spirit.

**Content:** Students will gain strength and flexibility through stretching, breathing exercises, guided deep relaxation, and vocalization. Instruction focuses on each person progressing at her own pace without competition.

**Taught:** Occasionally.

**Credit:** 1 hour.

**210: Theatre History and Literature I.**

**Goal:** To explore the early history and literature of the theatre. To develop analytical, critical, research, and speaking skills.

**Content:** An examination of the role of the theatre in society from theories of origins and the Greeks through the Elizabethan age and the French neoclassical theatre. The emphasis is on theatre in its political, religious, and social contexts. Students read plays, perform, and present research.

**Taught:** Alternate years.

**Prerequisites:** THE 110 or permission of instructor.

**Credit:** 3 hours.

**212: Theatre History and Literature II.**

**Goal:** To explore the history and literature of the theatre from the English Restoration to the present. To develop analytical, critical, research, and speaking skills.

**Content:** An examination of aspects of performance from the Restoration to post-modern practice. Emphasis on the rise of the director and on realistic and anti-realistic movements. Students read plays, perform, and present research.

**Taught:** Alternate years.

**Prerequisites:** THE 110 or permission of instructor.

**Credit:** 3 hours.

**215: Theatre Design.**

**Goal:** To introduce the fundamentals, principles and practices of theatre design.

**Content:** The course focuses upon hands on experience with design for the stage.

**Taught:** Offered occasionally.

**Prerequisites:** None.

**Credit:** 3 hours.

**225: Acting II.**

**Goal:** To apply the principles of the Stanislavsky and Meisner acting methods and other relevant acting techniques to intermediate scene study and monologues.

**Content:** This course begins students' pre-professional acting training. Students study characterization, communication, pacing, rhythm, and other skills required for employment within the performing arts and related fields. Physical activity is required.

**Taught:** Alternate years.

**Prerequisites:** THE 125 or permission of instructor.

**Credit:** 3 hours.

**230: Stage Combat.**

**Goal:** To introduce safe methods for simulating fights on stage.

**Content:** Physical practice in hand-to-hand combat and the proper use of weapons. Hand-to-hand techniques include falling, throwing, pushing, shoving, dragging, slaps, grabs, punches, and kicking. These form the core for all stage combat as they teach control, partner cooperation, and mutual safety. Focus in the weapons section of the course is on the quarter staff (which teaches confidence, proper distancing, and timing) and on the rapier. Strenuous physical activity is required.

**Taught:** Occasionally.

**Credit:** 3 hours.

**233: Voice and Movement for Actors.**

**Goal:** To introduce students to techniques of voice and movement for the stage.

**Content:** An intensive practical and theoretical course that develops students' skills in vocal production and movement. This course prepares students for employment within the performing arts and related fields. Strenuous physical activity is required.

**Taught:** Alternate years.

**Prerequisites:** THE 125, or permission of instructor.

**Credit:** 3 hours.

**235: Performance and Production.**

**Goal:** To introduce students to all phases of acting, design, and technical work.

**Content:** Participation in the rehearsal/performance/design/technical process of a Wesleyan College Theatre production. Content will vary with production assignment. Theatre majors who are transfer students and who have significant production experience at another college or university may count that experience toward THE 235, upon approval of the Wesleyan Theatre faculty.

**Taught:** Fall, Spring.

**Prerequisites:** Permission of instructor, to be granted after auditions at the beginning of the semester and mid-semester. Permission of the instructor required.

**Credit:** 1, 2, or 3 hours per term; usually 1 hour. Note: Theatre majors must complete a total of seven hours of THE 235.

**250: Practicum in Theatre.**

**Goal:** To introduce students to all phases of technical theatre work.

**Content:** Students participate in set construction and technical assistance for all of Wesleyan's theatre productions during the semester. Strenuous physical activity is required.

**Taught:** Fall, Spring.

**Prerequisite:** Permission of instructor.

**Credit:** 1, 2, or 3 hours; repeatable for maximum of 4 hours.

**260/261: Exploring the Theatrical Past.**

**Goal:** To explore a specific area of theatre history. To develop analytical, critical, research, and speaking skills.

**Content:** Topics range from costume history to World War II theatre, from the rise of the modern director to the history of musical theatre. The course will help students connect specific moments in theatre history to current practices. Given the occasional change in topic, the course is repeatable one time as THE 261 as long as the topic is distinct.

**Taught:** Every third year or as needed.

**Prerequisite:** None.

**Credit:** 3 hours.

**318: Directing.**

**Goal:** To teach advanced students how to direct a one-act play.

**Content:** Participants will study methods for directing. They will choose a play which they will then cast, rehearse, and direct.

**Taught:** Every other spring.

**Prerequisites :** THE 110, 125, 225, 235, 250. Permission of the instructor.

**Credit:** 4 hours.

**322: Stage Management and Producing for Theatre.**

**Goal:** To introduce students to the practices of stage management and producing for the theatre.

**Content:** Students learn and practice all of the techniques and duties of theatrical stage managers and producers, including but not limited to preparation of promptbooks, budgets, and production plans; rehearsal and production responsibilities; and working with actors, directors and playwrights.

**Taught:** Alternate years.

**Prerequisites:** THE 110, 125, and 235, or permission of the instructor.

**Credit:** 3 hours.

**333: Acting III.**

**Goal:** To expand upon the methods used in Acting II and apply them to advanced acting work, such as period styles and audition techniques.

**Content:** Continuation of pre-professional studies in theatre, via intensive scene and monologue study with emphasis on "style" techniques, using material by Shakespeare, Brecht, and others.

**Taught:** Every three years.

**Prerequisite:** THE 225, THE 245, and permission of the instructor.

**Credit:** 3 hours.

**353: Playwriting.**

**Goal:** To introduce students to the craft and practice of writing for the stage.

**Content:** Writing exercises and games, reading and analysis of plays, collaborative exercises, practical study of the playwright's role in production. Each student will write one 10-minute play and one short one-act play.

**Taught:** Alternate years.

**Prerequisites:** THE 110 or ENG 161, THE 125, THE 235; or permission of instructor. Wesleyan Writing Proficiency must be met.

**Credit:** 3 hours.

**354: Apprenticeship in Playwriting.**

**Goal:** To write one or more plays under the guidance of a practicing playwright

**Content:** Students will receive individual sessions in response to their writing. They will extend their work from THE 353, reading and analysis of plays, practical study of the playwright's role in production, and work on writing a longer piece. A course fee is required.

**Taught:** Every year.

**Prerequisite:** THE 353 and permission of instructor.

**Credit:** 1 hour; repeatable for maximum of 4 hours.

**396: Special Topics in Theatre.**

**Goal:** To develop an in-depth knowledge of a specialized topic within the theatre arts: a particular playwright, genre, theme, period in theatre history, or technical discipline.

**Content:** Varies.

**Taught:** Alternate years.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**430: Senior Integrative Experience.**

**Goal:** To teach students to integrate varied and interdisciplinary experiences in theatre.

**Content:** Capstone interdisciplinary seminar for Bachelor of Arts candidates in theatre. Through readings, writings, discussions, and oral presentations on various topics, students connect the creation and production of theatre forms with

theoretical perspectives and experiences outside of the theatre arts. Each student creates a personal artistic statement, a resume, a creative project, and an interdisciplinary critical thinking research paper.

**Taught:** Annually.

**Prerequisites:** Fulfillment of all course requirements for the theatre major through junior level.

**Credit:** 3 hours.

**451: Directed Independent Study.**

**Goal:** To teach the student critical thinking and research or to develop a creative project.

**Content:** To be determined by the specific nature of the proposed project. Student-proposed topic to be studied in depth, subject to approval by the instructor. Student and instructor determine specific content.

**Taught:** Fall, Spring.

**Prerequisite:** Permission of instructor and approval of program director.

**Credit:** 1-6 hours.

**452/199: Field Study.**

**Goal:** To provide students with practical experience in the theatre arts through an internship or independent project.

**Content:** To be determined by the nature of the specific project. May gain credit for theatre production experience during the summer months, or in such places as special education schools, off-campus theatre classes, or local theatres during the school year.

**Taught:** Fall, Spring, Summer.

**Prerequisites:** Permission of the faculty sponsor and the program director.

**Credit:** 1-12 hours.

**499: Honors Thesis. (Fee required)**

# **Travel-Study**

In order to enhance the academic experiences of students through study abroad, interdisciplinary seminars are offered in all divisions of the College. Every hour of experiential credit equals 48 contact hours. Cumulative limit is 12 credit hours for all Travel-Study courses.

## **Travel-Study (TRA) Gen. Ed. Course Descriptions**

**Goals:** To enable students participating in Wesleyan's faculty-led Study Abroad programs to explore important themes and issues in specific areas of knowledge related to our diverse and interdependent world.

**Content:** Topics, texts, and assignments will vary from semester to semester.

**Taught:** Offered occasionally.

**Gen. Ed Category:** Expanding: Diverse and Interdependent World

**Prerequisite:** Permission of Instructor; Payment of all fees related to the course and to travel prior to the end of the Drop/Take period.

**Credit:** Variable, 1 - 3 hours.

**TRA 240: Travel Study Seminar in Fine Arts.**

**TRA 242: Travel Study Seminar in Humanities.**

**TRA 244: Travel Study Seminar in Science and Mathematics.**

**TRA 246: Travel Study Seminar in Social and Behavioral Sciences and Professional Studies.**

## **Travel-Study (TRA) Other Course Descriptions**

### **TRA 200: Travel/Study Experience.**

**Goals:** To enable students participating in Wesleyan's faculty-led Travel/Study programs to explore important themes and issues in specific areas of knowledge.

**Content:** Topics, texts, and assignments will vary depending on the travel destination.

**Taught:** Offered occasionally.

**Prerequisite:** Permission of Instructor; Payment of all fees related to the course and to travel prior to the end of the Drop/Take period.

**Credit:** Variable, 1 - 3 hours.

# **Wesleyan Integrative Seminar Experiences (WISe)**

WISe 101 is an interdisciplinary seminar that introduces students to academic life at Wesleyan. The focus is on fundamental academic skills, especially writing and critical thinking. It models Wesleyan's diverse and challenging academic community, asks students to understand the value of a Wesleyan education for them, and helps students make the transition to college. In WISe 101, students learn from faculty; they also teach each other - exploring divergent perspectives and deepening meaning in discussion, and working together to solve problems. Traditional, first year students take this seminar in their first semester of college. The instructor of each WISe 101 section is ordinarily the academic advisor for the student's first semester.

WISe 301 will satisfy the requirement for a synthesizing course in the general education program.

## **Wesleyan Integrative Seminar (WIS) Gen. Ed. Course Descriptions**

### **101: Wesleyan Integrative Seminar Experience.**

**Goal:** To teach writing and critical thinking skills fundamental to success in college, to help students make a successful transition to college, to show students the nature and value of a Wesleyan education, to have students understand what they want from college and how to get it, to give students skills to effectively communicate their ideas and beliefs and to learn from the ideas and beliefs of others.

**Content:** Academic writing, active reading and analysis of texts, synthesis of ideas, collaborative learning, student-facilitated discussions.

**Taught:** Fall.

**Gen. Ed. Category:** Foundation Building.

**Credit:** 3 hours. See General Education section of this Catalogue for regulations governing enrollment in WIS 101.

### **201: Wesleyan Integrative Seminar Experience GU/WC.**

**Goal:** To teach writing and critical thinking skills fundamental to success in college, to help students make a successful transition to the American college experience, to show students the nature and value of a Wesleyan education, to have students understand what they want from their American college experience and how to get it, to give students skills to effectively communicate their ideas and beliefs and to learn from the ideas and beliefs of others. This course is designed for Guangzhou University/Wesleyan College dual-degree students. As such, it will focus particularly on skills in spoken and written English and on the cultural transition from Guangzhou University to Wesleyan College.

**Content:** Academic writing, active reading and analysis of texts, synthesis of ideas, collaborative learning, student-facilitated discussions.

**Taught:** Summer.

**Gen. Ed. Category:** Foundation Building.

**Credit:** 3 hours. See General Education section of this Catalogue for regulations governing enrollment in WIS 201.

### **301: Wesleyan Liberal Arts Seminar.**

**Goal:** While the topics vary, all seminars share the common goals of stimulating thought; emphasizing values; transcending disciplinary specialization; modeling interdisciplinary thinking and scholarship; and developing the habits, skills, and patterns of mind that foster a sustained passion for learning.

**Content:** The Wesleyan Liberal Arts Seminar is a Synthesizing option within the general education program. Each seminar is designed and taught by two faculty members from different disciplines. In this class, students will: 1) Identify relationships among different disciplines; 2) Synthesize ideas and knowledge; 3) Acquire a broader view of a topic by approaching it from different perspectives.

**Taught:** Annually.

**Prerequisites:** Successful completion of WIS 101 or ENG 101 and one Expanding general education course.

**Gen. Ed. Category:** Synthesizing.

**Credit:** 3 hours.

## **Wesleyan Integrative Seminar (WIS) Other Course Descriptions**

### **100: Pioneering Approaches to Thinking.**

**Goal:** Pioneering Approaches to Thinking (PATH) begins with an intense week-long enrichment program that presents college success information at the very beginning of a student's college career. A summer-bridge week is followed by several meetings throughout the semester to provide ongoing support for students in a critical transition time. The goal is to provide a foundation and ongoing assistance for general college success.

**Content:** The course includes interactive sessions that will help students learn and enhance skills, give them an opportunity to practice these skills in a low risk environment, and reflect on their experiences

**Taught:** Fall.

**Prerequisite:** The Admissions Committee will select students to participate in this program based on anticipated college preparedness. If additional seats are available, students may apply.

**Credit:** 1 hour. CR/NC.

**199: WISe Peer Mentorship.**

**Goal:** Peer mentors are selected by WISe faculty to assist in the teaching of WISe 101. Peer mentors serve as liaisons between faculty and students, help students succeed in WISe 101, and contribute to the classes they attend.

**Content:** Peer mentors attend class twice a week and work with their individual instructor to assist in the class. They can participate in and may lead classroom discussions. They also help coach the IF process of discussion in class. The peer mentors will work with their individual instructors. The instructors will report their work to the Director of WISe (a faculty position), who will administrate WIS 199.

**Prerequisite:** Selection by WISe faculty.

**Credit:** 2 hours. CR/NC; May be repeated one time for a maximum of 4 credit hours.

# **Women's Studies**

Women's Studies provides students with the opportunity to recognize the many ways in which their lives, and other women's (and men's) lives, are shaped and limited by a variety of cultural circumstances. Grounded in diverse perspectives of feminism, the program works to empower our students to challenge such limitations through critical examination, theoretical analysis, and engaged activism. The Women's Studies program is interdisciplinary, allowing students who choose from its courses to examine both current and historical experiences of women through a variety of lenses, to analyze representations of women in the past and present, and to study the work of important female figures in different academic disciplines. The program offers a comprehensive and inclusive variety of coursework so that students learn about the different social constructions, oppressions, and intersections of sex, gender, sexuality, ethnicity, nationality, religion, social economic status, ability/disability, etc. The goal is to see the distinct identity standpoint of each individual/group within the specific and particular socio-cultural-historical era, and how that affects the power, equity, and access for individuals and communities on personal, relational, and institutional levels. The Women's Studies program has three areas of focus for our students: academic excellence, intersectional dynamics, and empowerment.

## **Student Learning Outcomes**

The student learning outcomes for the Women's Studies major are as follows:

- I. an understanding of the past and present status of women locally, nationally, and globally
- II. a strong conceptualization of the interrelated workings of constructions of culture, hierarchy, and power
- III. the ability to analyze and apply a variety of theoretical approaches to cultural analysis
- IV. the ability to express a clearly articulated argument with solid reasoning and sound illustration
- V. the ability to present ideas through oral and written communication.

## **Major Requirements: Women's Studies.**

A major in Women's Studies consists of a minimum of 36 hours and is distributed as follows:

### *Required WST courses (9 hours):*

WST 200 Women, Culture, and Society 3 hours  
WST 350 Feminist Theory 3 hours  
WST 401 Senior Seminar 1 hour  
WST 402 Symposium Lab (2 hours) 1, 1 hours

### *Required Supplemental Methods Course (3 hours):*

Choose one of the following: ARH 354, COM 310, ENG 210, HIS 299, POL 332, PSY 305, or THE 335

(Note: A course the student uses to fulfill the supplemental methods requirement will not be counted toward her interdisciplinary requirement below.)

### *Chosen Interdisciplinary Courses (24 hours):*

*Students must take eight additional courses, at least three of which must be at the 300 level.*

*One chosen course, at any level, must be designated cross-cultural.*

WST/PSY 201 Sexual Decisions 3 hours  
WST/ECO 210 Women and Economic Development 3 hours  
WST/MUS 215 Women, Music, and Culture 3 hours  
WST/POL 225 Women and Politics 3 hours  
WST 250 Cross-Cultural Perspectives on Women 3 hours  
WST/HUM 260 Women's World Literature 3 hours  
WST/HIS 267 Women in World History 3 hours  
WST/COM 300 Gender and Communication 3 hours  
WST/PSY 301 Psychology of Women 3 hours  
WST/THE 335 Race, Ethnicity, Gender, and Performance 3 hours  
WST/ARH 354 Women's Issues in Contemporary Art 3 hours  
WST/PHI 355 Seminar in Gender and Philosophy 3 hours  
WST/HIS 377 Seminar in Women's History 3 hours  
WST 396 Special Topics/Cross-Listed 3 hours  
WST 451 Directed Independent Study 1-3 hours  
WST 452 Field Study/Internship 1-3 hours

**Professional Development.** Throughout her Wesleyan education each student is given opportunities to explore professional and career choices, and to develop and demonstrate the knowledge and skills essential for professional success. Each student will complete a PDE 400 Professional Development Experience and submit a PDE 401 Professional ePortfolio prior to graduation. In addition, a Women's Studies major may choose to fulfill the professional development requirement through an internship or field study taken as WST 452. It may take the form of volunteer or advocacy work, production of a creative project, or other comparable work experience approved by the Women's Studies chair. The student will be monitored by her advisor during her workplace experience and will submit a reflective summary at its conclusion.

**Integrative Experience.** Women's Studies majors will be encouraged to begin broadly, taking courses in a variety of fields as well as introductory classes in Women's Studies and feminist methodologies. As she moves through the program, she will be encouraged to tailor her course of study to meet her own research interests, taking an additional research methods course in her chosen discipline along with upper-level Women's Studies courses that are relevant to her field. Through this coursework, she will learn to position herself as a critical specialist on gender and its representations and intersections in her particular area of interest, and, finally, prepare her scholarship for both the Wesleyan community and a larger professional audience. In WST 401 offered during the spring of the major's senior year, she will work with her fellow classmates and instructor to complete a scholarly project. As the student is completing her interdisciplinary course of study conducted through the lens of focused feminist methodology, this seminar provides her with individual guidance to shape her senior research project, which she may present in the spring symposium and eventually refine for a professional audience.

**Minor Requirements: Women's Studies.** The Women's Studies minor provides students with a basic foundation of the issues, theories, and methods dealt within the discipline. Students will be encouraged to connect with Women's Studies majors, faculty, and the community through participation in the various courses, events, and the yearly spring symposium.

A minor in Women's Studies consists of a minimum of 16 hours and is distributed as follows:

WST 200 Women, Culture, and Society 3 hours

WST 350 Feminist Theory 3 hours

WST 402 Symposium Lab 1 hour

Choose three additional WST courses 9 hours

*At least two of the chosen courses must be at the 300 level.*

*One chosen course, at any level, must be designated cross-cultural*

**Cross-Cultural Courses.** The Women's Studies major and minor includes in its mission a commitment to the analysis of social categories in addition to gender, including race/ethnicity, class, sex, sexuality, nationality, religion, and ability/disability, along with the ways in which these categories intersect and affect people in a variety of settings and contexts. Each student will therefore be required to take one course that is designated as cross-cultural. A class that meets this requirement should address women in a multicultural or cross-cultural course of study either within the United States or in a global setting. Students may petition the Women's Studies Chair to approve a course that has significant cross-cultural content or emphasis but is not a designated WST course. The following courses currently meet the criteria for cross-cultural designation in Women's Studies:

WST/ECO 210 Women and Economic Development

WST/POL 225 Women and Politics

WST 250 Cross-Cultural Perspectives on Women

WST/HUM 260 Women's World Literature

WST/HIS 267 Women in World History

WST/THE 335 Race, Ethnicity, Gender and Performance

**Resources for Non-Majors.** We welcome all students to join our classes; Women's Studies courses offer a theoretical and experiential understanding of how women live in and are understood by our societies. This would be an excellent opportunity to make interdisciplinary connections through critical engagement and practical application. As most of our majors double with another, the Women's Studies courses compliment most, if not all, majors on campus. Consider courses in the program (or perhaps a minor or double major) to enhance your own discipline and your life as a woman in this world.

**Postgraduate Opportunities.** This major will prepare students for a wide variety of professional opportunities, including advocacy, art, business, communication, counseling, education, government, health care, the humanities, law, media, not-for-profit work, social justice, and social service. The Women's Studies degree is also excellent preparation for graduate education in humanities, law, and social science fields.

### **Women's Studies (WST) Gen. Ed. Course Descriptions**

#### **200: Women, Culture, and Society.**

**Goal:** To explore in an interdisciplinary context the wide range of social and cultural issues which affect women's experiences focused on US societal contexts. (Note: United States emphasis.)

**Content:** Topics to be explored may include gender roles and images in history, language, literature, religion, art and science; sexuality, family, reproduction, and parenthood; work, employment, and the economics of gender; law, rights, government, and politics; past and contemporary feminist movements. Methods include cross-disciplinary and cross-cultural study of women's lives, intersectional gender analysis and the questioning of the role that gender plays in all fields of study, cooperative and collaborative learning, sharing and learning from each other's experiences as a method of personal empowerment.

**Taught:** Spring.

**Prerequisite(s):** None.

**Gen. Ed. Category:** Exploring; Historical Events & Phenomena; (HUM).

**Credit:** 3 hours.

#### **210: Women and Economic Development.**

**Goal:** To study the impact of economic change on women by analyzing how age, sex and race hierarchies modify changes in women's roles in different societies of Asia, Africa and Latin America.

**Content:** This course will focus on the effects of economic growth on the socioeconomic status of women. Most importantly, students will study the means by which patriarchy has persisted in various parts of Africa, Asia and Latin America by redefining itself, even as economies have modernized.

**Taught:** Fall, Spring.

**Gen. Ed. Category:** Expanding; Women's Experiences; (PS).

**Credit:** 3 hours; cross-listed as ECO 210.

#### **215: Women, Music, and Culture.**

**Goal:** To challenge students to engage actively and to think critically about women's roles and the power of perspective in historical narrative. Students will learn how to listen and analyze a number of musical styles and genres, as well as consider issues such as gender and control in music and how women are perceived cross-culturally.

**Content:** This course will examine the contributions of women involved in the world of music, including composers, producers, consumers, performers, and educators. The course will cover the major historical music periods as well as a number of popular and world music styles.

**Taught:** Regularly.

**Gen Ed. Category:** Expanding, Women's Experiences, (FA).

**Credit:** 3 hours; cross-listed as MUS 215.

#### **225: Women and Politics.**

**Goals:** To examine the status of women in today's political world from a global perspective, and to understand how women's experiences are shaped by historical, political, and societal factors.

**Content:** The course examines the extent to which women have participated and achieved representation in the political arena, and with what impact; analyzes how public policy affects women's lives; and evaluates critical political and social issues that women face in today's global world.

**Taught:** Spring.

**Gen. Ed. Category:** Expanding; Women's Experiences, (SBS).

**Credit:** 3 hours; cross-listed as POL 225.

#### **250: Cross-Cultural Perspectives on Women.**

**Goal:** To enhance understanding of the socio-cultural differences and similarities among women.

**Content:** Through a theoretical focus on race, ethnicity, religion, sexuality, social economic class, (dis)ability, etc., students will explore the historical root systems, institutional structures, and lived experiences of a diversity of women. (Note: Non-Western emphasis.)

**Taught:** Alternative years.

**Prerequisite(s):** None.

**Gen. Ed. Category:** Expanding; Women's Experiences; (HUM).

**Credit:** 3 hours.

**260: Women's World Literature.**

**Goal:** To introduce students to writing from around the world by women and/or focusing on women's issues. To enable students to study literature in a cross-cultural context.

**Content:** Fiction, poetry, drama, essays primarily by women and/or about women. Representative writers might include Shikibu, Ama Ata Aidoo, Bessie Head, Gita Mehta, Ruth Prawer Jhabvala, Sawako Ariyoshi, Wang Anyi, Isabelle Allende.

**Taught:** Annually.

**Prerequisites:** Wise 101 or ENG 101 and one Exploring general education class.

**Gen. Ed. Category:** Expanding; Women's Experiences, (HUM).

**Credit:** 3 hours; cross-listed as HUM 260.

**267: Women in World History.**

**Goal:** To provide students with an introduction to the role of women in world history and to have students read critically from a variety of primary and secondary sources on topics related to women's changing role in different cultures.

**Content:** Using the experience of women as the unifying theme, this course will take a comparative approach to different civilizations from the ancient, medieval, early modern, and modern periods around the world.

**Taught:** Alternate years.

**Gen. Ed. Category:** Expanding; Women's Experiences, (SBS).

**Credit:** 3 hours; cross-listed as HIS 267.

**301: Psychology of Women.**

**Goal:** To further students' understanding of psychological knowledge as it applies to women and gender issues.

**Content:** Exploration of the manner in which psychology provides a unique perspective on the study of women with emphasis on research methodologies, empirical findings, theory, and current and historical controversies.

**Taught:** Spring.

**Prerequisites:** PSY 101 or WST 200.

**Gen. Ed. Category:** Synthesizing.

**Credit:** 3 hours; cross-listed as PSY 301.

**335: Race, Ethnicity, Gender, and Performance.**

**Goal:** To learn to perceive and respond thoughtfully and energetically, in oral and written form, to issues of race, ethnicity, and gender in plays, films, and the performance process itself.

**Content:** Highlighting the construction and variety of women's identities, this advanced methods course offers comparative analyses of contemporary performance texts within the context of critical and theoretical writings.

**Taught:** Every second to third year.

**Prerequisites:** WISe 101 or ENG 101.

**Gen. Ed. Category:** Expanding; Women's Experience (FA).

**Credit:** 3 hours; cross-listed as THE 335.

**354: Women's Issues in Contemporary Art.**

**Goal:** To acquire an in-depth understanding of the art of our own time from the beginning of the twentieth century to the present through the eyes and hands of women artists. To acquire a familiarity with contemporary issues facing women in the 20th and 21st centuries through the study of art. To interpret the art of women as a revelation of the soul and expression of deep feelings as well as a commentary on feminist issues.

**Content:** Study of the global art of women in the 20th and 21st centuries.

**Taught:** Annually.

**Gen. Ed. Category:** Expanding; Women's Experiences; (FA).

**Credit:** 3 hours; cross-listed as ARH 354.

**355: Seminar in Gender and Philosophy.**

**Goal:** To engage students in the critical reading and assessment of significant philosophical works concerning how gender impacts the practices of philosophy and society.

**Content:** Students will examine in detail the philosophical ideas of a particular philosopher, school of philosophy, or philosophical trend that concerns the impact of gender on issues such as views of reality, theories of knowledge, and the nature of human existence and society.

**Taught:** Alternate years.

**Gen Ed. Credit:** Synthesizing, (HUM).

**Credit:** 3 hours; cross-listed as PHI 355.

**377: Seminar in Women's History.**

**Goal:** To provide students with an in-depth exploration of a variety of important primary and secondary texts in women's history, and to teach students to engage competently in discussions of historical writing about women and gender.

**Content:** This course provides students with an in-depth examination of a particular theme, period, or region in women's history with emphasis on the variety of historical scholarship on that topic. The focus of each seminar will vary. Topics might include the history of motherhood, the history of sex workers, or the history of women entrepreneurs.

**Taught:** Alternate years.

**Gen. Ed. Category:** Expanding; Women's Experiences, (SBS).

**Credit:** 3 hours; cross-listed as HIS 377. This course may be repeated one time with a different topic for a maximum of six credits.

**Women's Studies (WST) Other Course Descriptions****201: Sexual Decisions.**

**Goal:** To explore biological, psychological, interpersonal and sociocultural aspects of human sexuality.

**Content:** Issues surrounding multiple and often contradictory elements that shape sexual attitudes and behaviors.

**Taught:** Spring.

**Credit:** 3 hours; cross-listed as PSY 201.

**300: Gender and Communication.**

**Goal:** To explore the roles, rules, expectations, and power dynamics in the performance of gender in relational and textual processes.

**Content:** Reading, discussion, and analysis, primarily through a feminist lens, of situations and artifacts in private and public life: from family, friendship, and romance to education, work/organizations, media, and other social institutions. Work to challenge the assumptions and dictates of societal notions of gender, sex, and sexuality. There will be a primary focus given to works by and about women.

**Taught:** Alternate Years.

**Prerequisite:** COM 103 or WST 200 or permission of instructor.

**Credit:** 3 hours; Cross-listed as COM 300.

**350: Feminist Theory.**

**Goal:** Provides a comprehensive survey of different approaches to Women's Studies research.

**Content:** This course exposes students to a variety of theoretical and research Feminist methodologies used by scholars in Women's Studies. The broad set of learning skills provided by this course is meant to be combined with a supplemental specialized methodology course so that the student can develop a thorough approach to Women's Studies research in her concentration of choice.

**Taught:** Alternate years.

**Prerequisites:** WST 200; suggested junior standing.

**Credit:** 3 hours.

**396: Special Topics in Women's Studies.**

**Goal:** To offer the student opportunities to pursue Women's Studies in specific areas outside the regularly scheduled courses.

**Content:** An examination of the role of women and/or women's issues in a particular area of study.

**Taught:** As needed.

**Prerequisites:** None, or if cross-listed with another course, the prerequisite(s) of that course will apply.

**Credit:** 3 hours. A student may take a maximum of six to eight semester hours (two courses) of special topics in any one field.

**401: Senior Seminar.**

**Goal:** Provides an integrative capstone experience for Women's Studies majors, allowing them to develop independent projects in Women's Studies and share their ideas in a workshop setting.

**Content:** This course encourages the student to make connections among the various parts of her course of study. Student workshops will be facilitated by the Women's Studies Chair, and independent research and writing will be conducted in consultation with the student's chosen advisor and the Women's Studies Chair. The results of the student's research will be presented at in a public forum.

**Taught:** Spring.

**Prerequisites:** WST 350; supplemental methods course; suggested senior standing.

**Credit:** 1 hour.

**402: Symposium Lab.**

**Goal:** Students will organize and direct several events for the Wesleyan campus, including the annual Women's Studies Symposium, then learn to polish their own research for review by a professional audience.

**Content:** This is a one-hour weekly workshop that allows Women's Studies majors and minors to work together to plan the annual Women's Studies Symposium (WSTS) and Women's History events in March and other spring semester activities. The focus of the WSTS Lab is to provide a platforms for both the presentation of scholarly work and for activism and advocacy opportunities for Women's Studies students and the Wesleyan community. Students will use the WSTS workshop to exchange ideas and polish their own projects, then, using responses from the seminar, finalize a portion of their projects for a professional audience in the form of a publication, professional presentation, or academic writing sample. Majors must take this lab twice, and minors must take this lab once.

**Taught:** Spring.

**Prerequisites:** WST 200; suggested junior standing; declared status as a Women's Studies major or minor.

**Credit:** 1 hour.

**451: Directed Independent Study.**

**Goal:** To allow students to pursue particular interests in Women's Studies in addition to those covered in other courses.

**Content:** Varies according to interest of the student; to be agreed upon by student and professor and approved by the Women's Studies Program Chair.

**Taught:** Fall, Spring.

**Prerequisites:** Permission of program director and instructor.

**Credit:** 1-6 hours.

**452/199: Field Study/Internship**

**Goal:** To provide students with an opportunity to gain experience and apply their learned skills in a practical, professional setting that can be explored through creative, vocational, and/or academic venues.

**Content:** Varies with student and her chosen advisor.

**Taught:** Fall, Spring, Summer.

**Prerequisites:** Permission of program director and advisor.

**Credit:** 1-12 hours.

**499: Honors Thesis. (Fee required)**

# Writing

Wesleyan's general education curriculum and major curricula require students to write lucidly, logically, and correctly. To enhance student writing, Wesleyan offers WRI 100 (Writing in English as a Second Language) or WRI 101 (Fundamentals of College Writing), courses required of all students who do not demonstrate proficiency in writing when they enter Wesleyan. The Department of English offers additional college-level writing courses which students may take to enhance their writing.

## Writing (WRI) Course Descriptions

### **100: Writing In English as a Second Language.**

**Goal:** To improve the fluency in English of non-native speakers through the study and practice of the processes, rhetorical modes, and conventions of the language expected in an American college setting.

**Content:** This course addresses challenges faced by non-native speakers as they apply the principles of good writing in a variety of assignments. Such principles include paying attention to the process of writing (prewriting, planning, drafting, seeking feedback, revising, and editing) and accommodating readers' expectations for content and style. In particular, the course encourages writers to marshal evidence in support of a thesis while acknowledging opposing viewpoints.

**Taught:** Fall.

**Credit:** 3 hours.

### **101: Fundamentals of College Writing.**

**Goal:** To produce confident and capable readers and writers. To introduce students to the rigors of college-level reading and writing. To introduce students to the processes, rhetorical modes, and conventions of research-based argumentative writing.

**Content:** This course enhances writing skills by asking students to apply the principles of good writing in a variety of assignments. Such principles include paying attention to the process of writing (prewriting, planning, drafting, seeking feedback, revising, and editing) and accommodating readers' expectations for content and style. In particular, the course encourages writers to marshal evidence in support of a thesis while acknowledging opposing viewpoints.

**Taught:** Fall, Spring.

**Credit:** 3 hours.

# Pre-Professional Programs

## Pre-Engineering

*Joseph Iskra and Charles Benesh, advisors*

The pre-engineering program (Dual Degree Program) is a cooperative program with the Georgia Institute of Technology, Auburn University, and Mercer University. Under this program the student attends Wesleyan College for approximately three academic years (**90 semester hours**) and will then transfer to one of the dual degree-cooperating schools for approximately two years.

During her time at Wesleyan the student should work closely with the dual degree advisors to ensure that she completes Wesleyan's proficiency requirements, general education requirements, and pre-engineering curriculum in preparation for her university engineering studies. Upon the successful completion of this nominally five-year course of study, the student will be awarded two undergraduate degrees - a bachelor of arts from Wesleyan and a bachelor of science with an engineering major from the cooperating university.

The Applied Mathematical Science major, described elsewhere in this catalogue, though not required for this program, is designed to meet the pre-engineering program requirements as stated in the second paragraph. It may be completed along with general education and proficiency requirements in three years, provided that the student is ready for Calculus I at the start of her freshman year and is committed to a rigorous course of study. The student who successfully completes the applied mathematical science major in preparation for entry into engineering school will be awarded two undergraduate degrees - a bachelor of arts with a major in applied mathematical science from Wesleyan and a bachelor of science with an engineering major from the cooperating university.

### ***Engineering***

Bachelor of Aerospace Engineering  
Bachelor of Biomedical Engineering  
Bachelor of Materials Science and Engineering  
Bachelor of Chemical Engineering  
Bachelor of Civil Engineering  
Bachelor of Electrical Engineering  
Bachelor of Industrial Engineering  
Bachelor of Mechanical Engineering  
Bachelor of Nuclear and Radiological Engineering  
Bachelor of Polymer and Fiber Engineering

### ***Management***

Bachelor of Science in Industrial Management  
Bachelor of Science in Technical Communication

### ***Sciences***

Bachelor of Science in Information and Computer Science

The course of study at Wesleyan depends on the degree objectives at the cooperating institution. Students who plan to enroll in the dual degree program must identify themselves very early (at least by the beginning of the second year) to the dual degree advisors at Wesleyan. The general requirements to be met at Wesleyan include satisfactory completion of ninety semester hours of approved courses, including all general education requirements and proficiency requirements.

The pre-engineering student should take at least 15 hours each semester and should include the following courses during her first year at Wesleyan:

Fall Semester: CHM 101, MAT 205, WIS 101 or ENG 101

Spring Semester: CHM 102, MAT 206, ENG 111

These courses are required by contract with engineering schools. Also, most courses of study require MAT 207, 208, 210 and 300, CSC 216, and PHY 121, 122.

### **Pre-Pharmacy, Pre-Medicine, Pre-Dental, Pre-Veterinary, and Pre-Allied Health Services**

*Glenda Ferguson, advisor, Pre-Pharmacy Wanda T. Schroeder, advisor, Pre-Medical Program*

*Barry K. Rhoades, advisor, Pre-Allied Health Services Holly Boettger-Tong, advisor, Pre-Dental, Pre-Veterinary Medicine*

Health-related pre-professional programs often have special requirements and the student should consult the faculty advisor for these programs early in her college program. There is a general core of frequently required courses for admission into professional colleges of medicine, pharmacy, veterinary science, dentistry, and other applied health sciences. However, sometimes there are also important additional requirements for each school which must be ascertained and fulfilled. It is possible to major in an area outside the natural sciences. Many students fulfill the entrance requirements by taking a major in biology or chemistry, or a double major in both biology and chemistry.

Minimum entrance requirements typically include the following: CHM 101, 102, 221, and 222; BIO 110 and 112, PHY 115 and 116 or 121 and 122; one year of English; and one year of mathematics, often MAT 205 and 206. Other recommended courses in the health-related pre-professional program are CHM 212; BIO 203, 235, 245, 270, 311, 318, 320, 325, and 340; one course in public speaking (pre-pharmacy); and one course in statistics. As many pertinent courses as possible should be completed before students take the Medical College Admissions Test, MCAT, which is normally taken in the spring of the junior year.

Students who are interested in any of the health professions should consult with the program advisor. The advisor provides guidance and coordinates the application process.

### **Pre-Law**

*Tom Ellington, advisor*

Because pre-law is not a specific major, the pre-law student must satisfy all general education degree requirements for an A.B. degree and the requirements in her chosen major. The guidelines for admission for law school do not designate any one particular area in which a student must major in order to be admitted to a law program; rather, these guidelines recommend that the pre-law student consciously choose a broad range of diverse and rigorous courses.

The pre-law student may choose to major in any one of the liberal arts ranging from chemistry to history, political science, English, or other fields.

Admission to law school is based on a student's grade point average and her score on the Law School Admission Test. The Law School Admission Test is given four times a year: June, October, December, and February. It is recommended that the prospective student take the exam in June of her junior year or October of her senior year. A student planning to attend law school should meet with the pre-law advisor no later than the fall of her junior year.

Although CR (credit) or NC (no-credit) grades do not affect the grade point averages at Wesleyan, students who plan to attend law school should be aware that the Law School Data Assembly Service (an application processing service for law school applicants) considers the NC (no-credit) grade of "F" and computes it as such in the grade point average.

### **Pre-Seminary**

*Karen Bray, advisor*

Wesleyan College offers no pre-seminary major as such. Students interested in pursuing graduate studies in a theological seminary, with either some form of professional ministry or higher graduate work in view, should consider the recommendation of the Association of Theological Schools and take a broad range of courses in literature, history, natural sciences, social sciences, fine arts and music, languages, and religion (Christian and non-Christian).

Pre-seminary students frequently choose to major in fields such as English, history, religion, and philosophy, but any liberal arts subject is appropriate including the sciences and mathematics and the fine arts.

The Religious Studies program provides courses in Old Testament and New Testament, along with courses on non-Western religions, religion and society, and a range of special topics on various other religious themes. The Philosophy program has courses that supplement these offerings, including Self and Social Responsibility, Ethics, and Nineteenth and Twentieth Century Philosophy. Pre-seminary students not majoring in either of these programs should consider electing at least some religion and philosophy courses in consultation with faculty members.

In addition to enrolling in some of the above courses, pre-seminary students should consult with the pre-seminary program advisor. Pre-seminary students are also encouraged to participate in periodic information sessions on graduate programs, round-table discussions with local ministers, and internship, all of which help students discern their vocations and prepare for post graduate study.

# Financial Information

**Tuition and Fee Descriptions.** Standard full-time tuition and fees apply to day students registered for 12-18 hours. Credit hours in excess of the 18 semester hour limit (exclusive of applied music, music ensembles, or the Summer Leadership Institute) will be charged an overload fee per semester hour. Day students who register part-time taking 1-11 semester hours must pay the fees charged for part-time students.

Evening program tuition is charged by the semester hour regardless of the number of hours taken. Evening students may request permission from the registrar to take one course per term during the day at the evening rate. If the student wishes to take additional courses in the day during a term, she must change her status to a day student and adhere to the standard part-time or full-time tuition and fees for day students.

## The Wesleyan Experience Fee includes services for:

- All required textbooks and learning materials. Supplies not included.
- From Here To Career – Professional Development Services.
- Academic Learning Services – 24/7 access to Willett Library and services.
- Microsoft 365 – online versions of Word, PowerPoint, Excel, and OneNote.
- High speed Wi-Fi Campus Wide.
- Paper Cut – 1,000 sheets, per semester, of access to printing services.
- Health Services: patient care by director of health services, and family practice doctor, referrals to specialists, special clinics through Coliseum Health Care (examples include: ob-gyn, dermatology, hearing, vision, etc.), health library, and health fair.
- Counseling services: individual appointments, group therapy, referral for long-term therapy.
- Programs offered through the Mathews Athletic Center.
- Other wellness related programs and activities sponsored by the Division of Student Affairs or other departments on campus.
- Student ID card for use in the library and for meals.

**Enrollment Fee (Deposit):** The enrollment fee is payable by all day students upon acceptance to the College or upon being readmitted to the College. The fee reserves a space in class and allows a student to continue to register in subsequent semesters as long as the student remains in good standing with the College. The enrollment fee is not refundable after May 1 for newly admitted students.

## Tuition and Fees for the Academic Year 2016-2017

**All charges are billed by the semester and are due by the first day of class each semester.**

### **Day Students**

*For the College Year:*

Full-time Tuition (12-18 hours) \$20,750

Room and Board: All residence halls include 20-meal plan, apartments include 10-meal plan.

Double occupancy \$ 9,290

Private Room \$10,290

Apartments \$10,090

Wesleyan Experience Fee \$1,000

*Billed Per semester: (Example uses double occupancy)*

*Fall Semester:*

Full-time tuition and fees \$10,375

Double occupancy room and board \$4,645

Wesleyan Experience Fee \$500

*Spring Semester:*

Full-time tuition and fees \$10,375

Double occupancy room and board \$4,645

Wesleyan Experience Fee \$500

Part-time tuition - per semester hour \$495

Part-time Wesleyan Experience Fee - \$40 per semester hour

**Fees (as applicable):**

Audit fee - per course (Senior Citizens over 60 half-price) \$415  
Students *in absentia* registration for year (leave of absence) \$495  
Overload fee - per semester hour over full-time load \$495  
Transient Rate \$515  
Applied music fee - 60 minute lesson \$500  
Applied music fee - 30 minute lesson \$350  
Student Teaching fee \$300  
Lab/course fees - per course range \$15-\$499  
Transcript of record \$12  
Placement Files \$5  
Health Records \$5  
Activity fee for part-time resident students - per year \$150  
One equestrian course (for credit) \$400  
One equestrian course (non-credit) \$400  
Varsity equestrian team per semester \$600  
Private room fee - per semester \$500  
Upgrade from 10 to 20-meal plan per semester \$400  
Re-enrollment Fee - for students administratively dropped due to late payment \$150  
Course Challenge: Exam or Portfolio per portfolio/exam \$495  
Career/Life Assessment \$125  
Graduation Fee \$150  
Enrollment Fee \$250  
Housing Deposit \$150  
Summer tuition rate - per semester hour \$405  
Summer transient tuition rate - per semester hour \$425  
Nursing Fee - per semester \$1,000

**Evening College Program:**

Application Fee \$30  
Enrollment Fee \$100  
Tuition per semester hour \$415  
Transient tuition rate - per semester hour \$515  
Course Challenge: Exam or portfolio \$495  
Audit Fee - per course (Senior Citizens over 60 half-price) \$495  
Overload Fee - per semester hour over full-time load \$495  
Graduation Fee \$150

**Graduate Program in Education:**

Application Fee \$60  
Tuition - per Cohort \$15,170  
Graduation Fee \$150

Tuition for the M.Ed. is a total amount for the entire program and is not computed by cost per semester hour. The tuition may be made in two payments. The first payment is due the day before orientation classes begin; the second payment due date will be announced at the first orientation session of each cohort. No adjustment of charges will be made after the day preceding the first day of orientation classes. The M.Ed. program does not provide tuition reimbursement.

In the event that an M.Ed. student repeats a course, the student will be charged additional tuition based on a prorated charge of the tuition rate of the Cohort with which the course is taken. This additional tuition must be paid prior to graduation.

## **Graduate Program in Business Administration:**

Application Fee \$ 60  
Acceptance Fee - tuition deposit\* \$200  
Tuition \$ 39,500  
Graduation Fee \$150  
\*\$200 will be credited toward tuition

Tuition for the EMBA is a total amount for the entire program and is not computed by cost per semester hour. The tuition may be made in two payments. The first payment is due the day before orientation classes begin; the second payment due date will be announced at the first orientation session of each cohort. No adjustment of charges will be made after the day preceding the first day of orientation classes. The EMBA program does not provide tuition reimbursement.

In the event that an EMBA student repeats a course, the student will be charged additional tuition based on a prorated charge of the tuition rate of the Cohort with which the course is taken. This additional tuition must be paid prior to participation in the study abroad (if it occurs prior to) and graduation.

**Student Teaching Assignments.** Resident students' accounts will be credited for meals missed due to teaching assignments. Credits must be authorized by the chair of the Education Department. Rates will be established annually.

**Contractual Obligations.** Every student by act of matriculation agrees to remain for the full semester and thereby creates a liability for the payment of all charges for the semester. By entering, a student, parent, or guardian accepts the terms and regulations outlined in the Catalogue as final and binding. Grades, transcripts, or a diploma will not be issued for any student whose financial obligations to the College have not been fully discharged. Degrees held due to financial obligations will be conferred in the next annual commencement ceremony after all obligations to the College have been met.

Scholarships, discounts, and loans will be allocated between two semesters and will be credited to the account at the beginning of each semester. Bills are mailed to the student's home address unless otherwise requested in writing by the student. Accounts not paid when due will be assessed a late fee per month.

The College reserves the right to change its fees at the end of any semester.

**Payment Policy.** A student may not register for or attend classes until her account has been satisfactorily paid. All financial obligations to Wesleyan College must be met before a student can receive a diploma or a transcript of record. Registered students who do not satisfy their financial obligation to the college prior to the first day of class will be administratively dropped from their classes. Upon making satisfactory financial arrangements, students will be assessed a re-enrollment fee to be allowed to re-register for class.

**Refund Policy.** Refunds are College payments returned to the student and/or to the financial aid source(s) from which payment originated. Refunds are made within thirty (30) days of the student's official withdrawal date. Refunds of overpayments are made to the student within fourteen (14) days of the funds being posted to the student account in the Business Office.

**Adjustment of Charges.** Wesleyan's institutional refund policy is as follows:

(A) Withdrawal from the College before the first day of classes: 100% of all charges  
(B) Withdrawal from the College on or after the first day of classes:

1. Tuition:
  - (a) Withdrawal during the first week of classes: 75%
  - (b) Withdrawal during the second week of classes: 50%
  - (c) Withdrawal after the second week of classes: none
2. Room and Board: none
3. Fees: none

The administration retains the right to adjust institutional refund rates in special circumstances of an emergency or medical nature.

**Adjustment of Credits.** For students who receive federal Title IV financial assistance and withdraw from the College on or before completing 60% of a semester, the refund amount (return to Title IV funds) is calculated using a statutory pro rata return policy set forth by the United States Department of Education. The pro rata return is calculated based on the percentage of funds earned while enrolled.

Return to Title IV funds are applied in the following order, as prescribed by federal law and regulations:

- Unsubsidized Federal Stafford Loans
- Subsidized Federal Stafford Loans
- Federal Perkins Loan
- Federal Parent Loans for Undergraduate Students (PLUS)
- Federal Pell Grant
- Federal Supplemental Educational Opportunity Grants
- Other federal aid

Financial assistance received from state, institutional, and outside sources will be returned to those origination sources in accordance with each originator's policy for tuition refunds.

**Dropping and Adding Course(s).** Students should exercise great caution in making changes to their course load during the drop/take period in any term, as changes to course schedules may affect both tuition charges and financial aid. Consultation with the Financial Aid Office staff is strongly advisable before making any adjustment to a course schedule. After the drop/take period in any term, no adjustment of tuition will be made, although adjustments to financial aid may be made.

**Delinquent Accounts.** The College will submit past due accounts to an outside collection agency and use the full extent of the law to collect delinquent accounts. The student will be responsible for any and all collection fees associated with the collection of this debt.

**Tuition Financing Options.** Wesleyan College offers the following alternatives for financing college costs: MasterCard, VISA, American Express, Discover, and the monthly payment plan available through the Higher One Tuition Pay plan. For further information regarding these options, contact the Financial Services Office.

**Credit Balance Payments.** Credit balance is the term used to refer to excess money left over on a student account after all charges to the account have been paid. Excess funds are distributed once per week pending no system downtime or conflicts such as holidays. Student account credit balance payments will be direct deposited into the bank account provided by the student. Students must complete the Direct Deposit Form providing the bank account information for the bank account into which the credit balance will be refunded. For more information, the direct deposit form, and instructions on submitting the form, please visit WesPortal, WesNet tab - Business Office -Student Link at <http://wesportal.wesleyancollege.edu>.

# Financial Aid

Wesleyan College is committed to making it financially feasible for any admitted student to attend. A qualified student who wishes to attend Wesleyan should not hesitate to apply because her resources cannot cover required fees. Wesleyan awards scholarships along with financial aid from federal, state, and institutional funds including grants, loans, scholarships, and student employment.

It is important that students apply as early as possible so that the necessary forms may be processed and the financial need of each applicant may be determined. Students are encouraged to apply online.

## Application Process:

1. Complete the Financial Aid Authorization of Charges. This form is provided with admission application materials or can be obtained online at <https://wesportal.wesleyancollege.edu/ICS/Admissions> or by calling the Financial Aid Office.
2. Submit the Free Application for Federal Student Aid (FAFSA). This form is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The FAFSA should be submitted to the Department of Education by March 15. Any applications received after the suggested deadline will be given consideration only if funds are available.
3. Legal residents of Georgia should complete the Georgia Student Financial Aid Application (GSFAPPS) to apply for the HOPE, Zell Miller, and Georgia Tuition Equalization Grant. The application may be completed online at [www.gafutures.org](http://www.gafutures.org).

**Transfer students.** Until transfer credits from their previous institutions are approved and accepted by the Registrar, students will be treated as incoming freshmen for the initial determination of aid eligibility.

**Masters Program.** Students enrolled in the Master of Education or Executive Master of Business Administration programs at Wesleyan College may complete the financial aid applications listed above or contact the Financial Aid Office for financial assistance. Funds may be available through private, state, and federal programs for these students.

## Financial Aid Policies

An applicant for financial assistance must be a U.S. citizen or eligible non-citizen.

An applicant for financial assistance must be admitted as an eligible degree-seeking student to the College before financial assistance can be awarded.

In most instances, financial assistance from the institution is granted only to students who enroll full-time (12 credits per semester), although assistance from certain federal and state programs may be available to those attending less than full-time.

Financial assistance is generally awarded for the two semesters (i.e., Fall and Spring) of the regular academic year. Students interested in the summer session(s) should discuss summer enrollment plans with the Financial Aid Office at least two weeks before summer term begins. Wesleyan scholarship and grant funds are not available for summer terms.

Students receiving scholarships from agencies outside of Wesleyan College are required to advise the Financial Aid Office. Some adjustment of the financial aid originally awarded may be necessary.

Students' financial aid awards will be automatically credited to their accounts after the Drop/Take period of each semester, provided all necessary paperwork is completed (with the exception of student work-study awards). Work-study awards are paid to the student after the student earns these funds.

Academic scholarships and other College awards are made to students who attend full-time (minimum 12 semester hours per term) as a day student. Following the initial semester award, College awards are renewable for seven additional semesters (fall and spring only), as long as the student continues to meet eligibility criteria.

**Policy on Satisfactory Academic Progress.** In accordance with the Higher Education Act of 1965, as amended, students must be making satisfactory academic progress to qualify for and continue to receive Title IV Federal financial aid. The satisfactory academic progress standards for federal financial aid recipients at Wesleyan are as follows:

### Undergraduate Students

**Qualitative component:** All students are expected to maintain the academic standards outlined by the Provost of the College. Students are expected to maintain a cumulative grade point average of 2.00. Students who fail to meet this requirement may be placed on financial aid probation or have their financial aid terminated.

A student receiving financial aid who is placed on academic exclusion will have her financial aid terminated. A financial aid applicant who was placed on academic probation at the end of her last semester of attendance risks eligibility for financial aid.

**Quantitative component:** In addition to maintaining the specified grade point average, a student must complete her degree within a maximum time frame and successfully complete minimum time fame and successfully complete a minimum percentage of hours each academic year.

- A student must successfully complete 67% of all courses attempted at Wesleyan. A course is considered "attempted" if the student was enrolled at the end of the Drop/Take period.
- For part-time students, satisfactory academic progress is defined as the successful completion of a minimum of 75% of the course work attempted during the regular academic year.
- The grades of A, B, C, D, or CR count as successful completion of a course. The grades of F, W, or I do not count as the successful completion of a course.
- At Wesleyan College the maximum time frame allowed is 150% of the number of semester hours required to earn the degree. For example, a student pursuing a degree which requires 120 semester hours, may not receive financial aid after attempting 180 hours.

A full-time student may receive financial aid for up to twelve semesters (six years) of full-time attendance as long as she is making satisfactory academic progress toward an undergraduate degree and meets all other eligibility requirements. Institutional financial assistance, as opposed to federal or state aid, is limited to eight semesters.

### Graduate Students

All graduate students are expected to maintain the academic standards set by the faculty and stated in the graduate sections of this Catalogue.

**Policy on Return of Title IV Funds.** Federal financial aid funds are awarded with the expectation that students will complete the entire period of enrollment. Students "earn" a percentage of the funds each day of class attendance. When a student who has received federal financial aid funds (Title IV Funds) ceases attendance before the end of the semester or period of enrollment, federal law requires Wesleyan to calculate the percentage and amount of "unearned" financial aid funds that must be returned to the federal government. Once a student has completed more than 60% of the enrollment period, students are considered to have earned all funding received. This calculation may have the effect of requiring the student to repay funds that have already been disbursed to the student. Aid recipients are required to meet with their financial aid counselor prior to making the decision to withdraw from school.

**Financial Aid Appeals.** Students have the right to appeal any financial aid decision. Appeals of decisions to suspend aid for any reason and information clarifying aid policies should be addressed to the Student Progress Committee no later than 30 days from the date of notification. All appeals should be submitted to the attention of the Director of Financial Aid.

### Institutional Scholarships, Grants, and Loans

**Wesleyan Scholarship Program.** Each year Wesleyan College offers academic, leadership, and performance art scholarships to academically deserving students. These awards are available on a competitive basis to outstanding incoming first-year and transfer students.

**Scholarship policy.** All merit scholarship or awards are renewable from year to year, provided the student is enrolled full-time (12 or more semester hours) as a day student at Wesleyan, maintains the required grade point average, and satisfies other stipulated conditions of her scholarship as identified in the Statement of Understanding which accompanies a scholarship offer. The Student Progress Committee meets each semester to review student scholarship eligibility. No combination of scholarship and/or grant assistance offered by the College (federal, state, or institutional) can exceed a student's cost of attendance as determined by the Financial Aid Office.

No combination of institutional scholarship or grant assistance may exceed the cost of tuition and fees, and room and board. Scholarships and grants received from outside sources may be applied toward the cost of books and miscellaneous expenses provided aid from all sources does not exceed the student's calculated cost of attendance. Wesleyan reserves the right to reduce the amount of the award by the amount of such overpayment. Students may not receive more than one Wesleyan College Merit Scholarship. If a student is awarded a Merit Scholarship and/or award and at a later date is offered another one of higher value, she must decide which scholarship/award she will accept. Scholarship offers are contingent upon acceptance. Actual scholarship amounts may vary from published amounts based on availability of funds and combined total awards for individual students.

**Wesleyan National Excellence Scholarship.** Full-tuition scholarships are awarded to students selected as National Merit Finalists, National Achievement Finalists, or National Hispanic Scholars. Recipients of this scholarship must report Wesleyan as their first choice college to the National Merit Corporation. To receive optimal consideration, students should complete the application process by February 1. A student may receive this scholarship for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative Wesleyan GPA of 3.40.

**Trustee Scholarship.** The Trustee Scholarship is awarded to incoming first-year and transfer students. The Trustee Scholarship is valued at \$14,000. To receive optimal consideration, students should complete the admission application process by November 15. A student may receive this scholarship for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative Wesleyan GPA of 3.25.

**Presidential Scholarship.** The Presidential Scholarship is awarded to incoming first-year and transfer students. The Presidential Scholarship is valued at \$12,000. To receive optimal consideration, students should complete the application process by November 15. A student may receive this scholarship for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative Wesleyan GPA of 3.10.

**Provost's Scholarship.** The Provost's Scholarship is awarded to incoming first year and transfer students. The Provost's Scholarship is valued at \$10,000. To receive optimal consideration, students should complete the application process by November 15 and compete in one of the College's Scholarship Days. A student may receive this scholarship for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative Wesleyan GPA of 3.00.

**Findlay Fellowship.** Two Findlay Fellowships are awarded each year to incoming first-year or transfer students. The Findlay Fellows program was founded by Cuyler and Gayle Findlay. These fellowships are designated for incoming students who intend to declare a major in either the humanities or social sciences and who demonstrate particular promise for intellectual inquiry. Candidates must complete a special scholarship application and attend one of the College's Scholarship Days. Findlay Fellows receive an annual \$20,140 scholarship and are also eligible for up to \$500 annually toward funding research. A student may receive this scholarship for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative Wesleyan GPA of 3.40.

**Munroe Scholarship.** Two Munroe Scholarships are awarded each year to incoming first-year or transfer students with interests in the natural sciences and mathematics. Preference is given to students who demonstrate particular promise in scientific inquiry or research. Mrs. Julia M. Woodward, Mrs. Margaret Munroe Thrower, and Mrs. Mary Gray Cobey founded the Munroe Scholars Program. Candidates must complete a special application and attend one of the College's Scholarship Days. Munroe scholars receive an annual \$20,140 scholarship and are also eligible for annual research funding. A student may receive this scholarship for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative GPA of 3.30. Interested students should contact the Admission Office or Division of Natural Sciences and Mathematics for information.

**Lane Scholarship.** The Lane Scholars Program provides three scholarships annually to academically superior first year applicants for admission whose intended major is in the area of Fine Arts. Candidates must complete a special application

and attend one of the College's Scholarship Days. Each scholarship recipient receives an annual award valued at \$20,140. This program is in honor of Linda H. Lane, an associate professor of music at Wesleyan; in addition, she was a friend, leader and benefactor to the College. A student may receive this scholarship for a maximum of eight semesters. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative GPA of 3.30.

**Mary Knox-McNeill Scholarship.** This is an annual scholarship for students who demonstrate outstanding academic achievement along with a commitment to faith and community service. Recipients must have a minimum GPA of 3.0 and an SAT score of at least 1000. For consideration, students must submit certification of church membership from their pastor and provide a letter of support from a service agency to document service activities. Preference will be given to students from the Central Savannah River Area of Georgia and to students who are active members of the United Methodist Church. Two \$20,140 scholarships will be awarded each year. The scholarship is renewable for a maximum of eight semester. For renewal, she must earn at least 24 credit hours each academic year and have a minimum cumulative GPA of 3.00. Candidates should plan to participate in Scholarship Day. Applications are available through the Office of Admission.

**Pitts Scholarship.** The Margaret Pitts Endowed Scholarship awards financial support to a Methodist woman who has held leadership positions in her church and school. Margaret Pitts was a devout Methodist who was generous with both her resources and time to Methodist causes throughout her long life. This scholarship has been established by and named for Margaret Pitts' parents. This scholarship is awarded to United Methodist students who demonstrate outstanding academic achievement and leadership along with a commitment to faith and community service. Recipients must have a minimum GPA of 3.0 and a SAT of 1000 or an ACT of 21. For consideration, students must submit certification of church membership from their pastor and provide a letter of support from a service agency to document service activities. Two \$20,140 scholarships will be awarded each year. The scholarship is renewable for a maximum of eight semesters and the student maintains a 2.50 cumulative GPA. Candidates should plan to participate in Scholarship Day. Applications are available through the Office of Admissions.

**Heyward Scholarship.** This scholarship is awarded to an incoming student majoring in music and the award is renewable for a maximum of eight semesters as long as the student remains a music major and maintains a 2.50 cumulative GPA, as described in the Statement of Understanding. The scholarship is valued at up to \$5,000 per year and is limited to four Heyward scholars each academic year. Interested candidates should plan to audition with the music faculty during Scholarship Day.

**Fine Arts Awards.** Wesleyan recognizes students with special talents in art, music, and theatre through its performance arts scholarship programs. Interested students must audition for a music or theatre award or submit a portfolio for an art award. These awards range in value from \$1,000-\$3,000 per year and are renewable upon satisfaction of both academic and participation requirements as stipulated in the scholarship statement of understanding.

**Leadership Awards.** Throughout the years Wesleyan graduates have proven to be leaders in their chosen professions and communities. Each year the College recognizes students with proven records of leadership and service to others with leadership awards. These awards vary in value from \$1,000-\$3,000 per year, and are renewable according to the stipulations described in the scholarship statement of understanding.

**Peyton Anderson Scholarship.** This full tuition, room, and board scholarship recognizes outstanding female students from Georgia who are committed to becoming teachers in grades K-12 in a Central Georgia public school system. One-fifth of the scholarship is awarded as a loan that can be forgiven at 20 percent per year over a consecutive five-year period if the recipient is teaching within the designated Middle Georgia area (Bibb County and its contiguous counties). Eligible candidates must complete a scholarship application, and have a minimum of a 3.6 grade point average on a 4.0 scale and an 1100 SAT. One scholarship is awarded each year. Preference is given to applicants from Middle Georgia. The scholarship is renewable according to the stipulations cited in the scholarship statement of understanding.

**Legacy Scholarship.** Daughters, granddaughters, step-daughters, sisters, step-sisters, sisters-in-law and nieces of Wesleyan alumnae are eligible for the Legacy Scholarship, valued at 50 percent of the student's tuition, unless a student has already received a scholarship of any type from Wesleyan College.

**Ministerial Grants.** Dependent daughters and spouses of United Methodist ministers are eligible to receive a grant for each year of attendance at Wesleyan. The ministerial grant ranges from \$100 to 20 percent of tuition, unless a student has already received a scholarship of any type that is valued at 20 percent or more of tuition. A student may not receive the alumnae or family awards in addition to the ministerial scholarship.

**Methodist Scholarship Award.** This scholarship is awarded to all students who are active members of The United Methodist Church. If a student's United Methodist church agrees to give her a scholarship, Wesleyan College will use this award to match that scholarship for each year it is awarded.

**United Methodist Scholarships.** The United Methodist General Board of Higher Education and Ministry and The United Methodist Higher Education Foundation award scholarships to United Methodist students attending Wesleyan. Scholarships range from \$500 to \$2,000 per year and are for one year only. Awards may be renewed based upon application.

**Wesleyan College Student Employment.** Each year Wesleyan employs a number of students. This College employment program is designed similarly to the federal work-study program. While not limited to students with demonstrated financial need, this program gives first preference to students who have demonstrated financial need or who offer special work skills.

### **Federal and State Financial Aid**

**Federal Pell Grant Program.** Eligibility for the Federal Pell Grant is determined by the completion of the Free Application for Federal Student Aid form. The expected family contribution (EFC) formula derived by the Department of Education is the standard formula used in determining eligibility for the Federal Pell Grant. Pell grants range from \$200 to \$5,775 per academic year.

**Federal Supplemental Educational Opportunity Grants.** These are awarded to students with exceptional financial need. F.S.E.O.G. awards may range from \$100 to \$4,000 per year.

**Federal Work-Study Programs.** This is a federal program designed to provide a student the chance to pay part of her educational expenses by working at a part-time job on campus. To be employed under this program, the student must 1) be enrolled or accepted for enrollment; 2) show evidence of financial need; and 3) be capable of maintaining good academic standing while employed under this program. Preference will be given to students of exceptional financial need. Limited funds are available for campus jobs to students who do not meet the above criteria.

**Georgia Tuition Equalization Grant.** The GTEG program is an annual tuition grant made available by the state of Georgia to qualified Georgia residents for attendance at approved private colleges in the state. To be eligible for this grant, the student must be a United States citizen who has resided in Georgia for at least 12 months prior to the date of registration for any particular semester, and whose academic load meets the requirements specified by the Georgia Student Finance Commission (presently 12 hours per semester). This grant is not based on financial need. To be considered for the grant, students must file an application online at [www.gafutures.org](http://www.gafutures.org) by the end of the term for which aid is needed. The form is also available in the Office of Financial Aid.

**Georgia HOPE (Helping Outstanding Pupils Educationally) & Zell Miller Scholarships.** Georgia's HOPE and Zell Miller Scholarships are available to Georgia residents who have demonstrated academic achievement at the high school and/or college level. The scholarship provides funds to address the costs associated with tuition for students who are pursuing a degree in Georgia's colleges and universities.

To receive HOPE or Zell Miller Scholarship funding, students must:

- Have graduated from an eligible high school with a 3.0 grade point average for HOPE and 3.70 GPA and 1200 combined Critical Reading and Math SAT or 26 ACT Composite for Zell Miller,, as defined by the HOPE program, or have earned at least a 3.0 grade point average for HOPE or 3.30 grade point average for Zell Miller at the college level at specific credit-hour checkpoints. Students who earned a GED or graduated from an ineligible high school or home study program may qualify for a HOPE Scholarship, as an entering freshman, based on their SAT or ACT scores.
- Be enrolled as a degree-seeking student.
- Meet HOPE's Georgia residency requirements.
- Meet HOPE's U.S. citizenship or eligible non-citizen requirements.
- Be in compliance with Selective Service registration requirements.

- Be in compliance with the Georgia Drug-Free Postsecondary Education Act of 1990. A student may be ineligible for HOPE payment if he or she has been convicted for committing certain felony offenses involving marijuana, controlled substances, or dangerous drugs.
- Not be in default or owe a refund on a student financial aid program.
- Maintain satisfactory academic progress as defined by the college. A student may renew a HOPE or Zell Miller Scholarship if she has not attempted more than 127 semester hours at all colleges attended.

**Federal Subsidized Stafford Loan Program.** Under the Federal Stafford Loan, the Department of Education subsidizes the interest while the student-borrower is enrolled in school at least half-time or is in a grace or deferment period.

**Federal Unsubsidized Stafford Loan Program.** This Federally insured loan is a non-need-based loan available to independent students or dependent students who may not qualify for the Federal Subsidized Stafford Loan or whose parents have been denied a Federal Parent PLUS Loan. The difference between the subsidized Stafford loan and the unsubsidized Stafford loan is that the interest accumulates on an Unsubsidized Loan while the student is enrolled in school.

Stafford loan amounts are based on the student's financial need and grade level.

### Stafford Loan Maximums

Student Level & Dependency Status	Maximum Stafford (subsidized and unsubsidized)	Maximum Subsidized
Dependent freshman	\$5,500	\$3,500
Dependent sophomore	\$6,500	\$4,500
Dependent junior or senior	\$7,500	\$5,500
Independent freshman	\$9,500	\$3,500
Independent sophomore	\$10,500	\$4,500
Independent junior or senior	\$12,500	\$5,500
Graduate/professional	\$20,500	

**Federal Parent Loan for Undergraduate Students Program (PLUS).** Federal PLUS Loans enable parents with good credit histories to borrow to pay the educational expenses of their daughter who is a dependent undergraduate student enrolled at least half time (six credit hours). The yearly limit on the Federal PLUS Loan is equal to the cost of education minus any financial aid and other resources received for the year.

**GradPLUS Loan.** PLUS Loans for Graduate and Professional Degree Students are available to graduate level students who have already borrowed up to their annual loan limits in Unsubsidized Stafford Loans. Under the GradPLUS Loan Program, students may borrow up to their cost of attendance minus other estimated financial aid assistance. Approval is granted after the determination that the applicant does not have an adverse credit history. Applicants for these loans are required to complete the Free Application for Federal Student Aid (FAFSA).

**Federal Perkins Loans.** These federal loans are made to students with exceptional financial need. Undergraduate students may borrow up to \$5,500 per year. No principal is due on the loan nor interest charged while the student is enrolled at least half-time and for nine months after half-time studies are terminated.

**VA Benefits.** Undergraduate and Graduate degree programs at Wesleyan College are approved for Veterans' Educational Benefits. Individuals who enroll and are eligible to receive financial assistance through the U.S. Department of Veterans Affairs, should contact the College's Financial Aid Office regarding VA certification. VA recipients should not assume that contacting the Financial Aid Office relieves them of payment obligations. Unless the student is eligible to participate in the VA Chapter 31 or 33 Benefits Programs (allowing schools to bill the government and receive direct payment) the benefits are paid to the student, not the College. Therefore, students who receive VA benefits must make appropriate payment arrangements with the Business Office not later than the first day of class each semester.

*Note: The College reserves the right to change policy. Students should contact the Financial Aid Office or refer to current admission and financial aid publications for updated information on programs and policies.*

# Student Life

Wesleyan strives to exist as a community of scholars - a community comprised of students, faculty, staff, and administrators. Respect for the individual student and for the individual student's contributions to the College community drives the academic and co-curricular programs of the College. Enthusiasm and respect for diversity of culture and thought permeates the Wesleyan community. Students from different cities, states, countries and cultures, and students with many different ideologies enrich the Wesleyan experience for all members of the College community.

## Division of Student Affairs

**Student Affairs Mission Statement.** The Division of Student Affairs is committed to the continued development of a living and learning environment that enriches students' lives by acting as a catalyst for learning opportunities in and out of the classroom. These opportunities encourage a student to reach her potential academically, socially, physically, and spiritually. In our commitment to advancing the mission of the College, we strive to instill in each student a longing for and commitment to true community in her life and in the world.

**Office of the Vice President, Dean of Students.** The Vice President for Student Affairs and Dean of Students oversees the Division of Student Affairs and is responsible for the overall quality of campus life. The Vice President is available to assist students with problems and concerns. The Vice President oversees areas of residence life, student activities, career development, athletics, health services, food services, counseling services, Mathews Fitness Center, campus ministry, campus police, international student services, leadership programs, and new student orientation.

**Orientation.** First-year and transfer students are required to attend new student orientation and are encouraged to participate in planned educational and social activities in order to become acquainted with the academic program and co-curricular opportunities available at the College.

**Student Housing.** Wesleyan is a residential college and we feel that living on campus provides students with valuable learning opportunities outside of the classroom. Wesleyan is committed to making students' time on campus a significant part of their overall educational experience by providing valuable opportunities in the residence halls and through student programming. Because Wesleyan College values the residential living experience, we require all traditional students to live on campus during their enrollment. A variety of housing options are available to Wesleyan students in five residence halls and two apartment buildings. Most rooms are designated as double occupancy with a select number of rooms available as a private room at an additional cost to the student. Elizabeth Turner Corn Hall and the Ernest Pauline Pierce Corn Hall provide apartment-style living for upper-class students. Two residence halls are specifically designated for our first-year students while the remaining three halls are open to sophomore, junior and senior students. Non-traditional students are welcome to be part of the residential experience and should contact the Director of Residence Life about opportunities to live on campus. For exceptions to the residency requirement and additional information on Residence Hall Policies and Procedures, please see the Wesleyanne Student Handbook.

**Religious Life.** The Offices of Campus Ministry oversee multiple campus ministries whereby students are strengthened spiritually and intellectually in their chosen faith tradition. The Director of Campus Ministry serves as advisor to the Council on Religious Unity and is responsible for securing advisors for each of the religious groups on campus. The director assists religious groups in arranging worship opportunities and special observances within their traditions. Chapel services are conducted regularly. The director of campus ministry is available for individual and group counseling on spiritual and personal matters. The Director of Campus Ministry is located in Pierce Chapel.

**Career Development/Internship Services.** The career development program encourages a four-year approach to career exploration and job-search preparation. The Director of Career Development provides career advising, educational programming, and on-campus interviews as well as a variety of internship opportunities in conjunction with the academic program. The Director maintains information about careers, internships, employment opportunities, and graduate schools. The College's Internship Program and Professional Development Experience provides students with an opportunity to participate in credit bearing internships, research, community service and is a significant component of Wesleyan's overall academic curriculum. Through the Internship Program and Professional Development Experience, students are able to relate theory to actual practice and gain valuable work experience while continuing their academic studies. In addition, an electronic job board is available on the College Central Network (CCN) which has postings of employment and internship opportunities.

**Athletics.** The Department of Athletics, part of the Division of Student Affairs at Wesleyan College, is dedicated to challenging student-athletes to reach their potential through a strong commitment to excellence, academics, teamwork, and service to the community. This dedication instills pride and camaraderie throughout the Wesleyan community by creating a fun and healthy environment for success. In our commitment to advancing the mission of Student Affairs and the College, we strive to instill in each student a healthy commitment to her personal well-being, and development, through fair play and amateur athletic competition.

Wesleyan Athletics are part of the National Collegiate Athletic Association (NCAA-Division III), USA South Conference and offers intercollegiate competition in soccer, volleyball, basketball, tennis, and softball. Wesleyan also supports an equestrian team that is a member of the Intercollegiate Horse Show Association (IHSA).

**Health Services.** All full-time students are eligible to utilize Health Services. The Director of Health Services is a nurse practitioner with office hours Monday through Friday during the academic year and specified hours during the summer. A physician is available at designated times during the academic year. The Health Services staff provides treatment of common illnesses and minor injuries, physical examinations, limited diagnostic testing, and health education. Students may be referred off campus for more specialized diagnostic testing or physician evaluation.

All students must provide verification of immunity or documentation of the immunizations that are required for college admission. In addition, all new students at Wesleyan are required to have a PPD tuberculosis test within six months prior to college entrance. All new traditional students are required to have a physical examination within 12 months prior to college entrance. All students must provide the required medical documents prior to moving on campus. All documentation must be in the English language.

**Health Insurance.** Wesleyan College requires all full-time students to have hospital/accident insurance or other health care coverage (by a United States health insurance carrier). At the beginning of each academic year of enrollment, students must provide proof of health insurance or other health care coverage for the entire year. Students who are covered under a HMO, PPO, POS, or other insurance policy that does not provide coverage in Macon will be required to purchase a policy that provides coverage in Macon. All students must provide proof of insurance or other health care coverage before they will be permitted to move on campus.

Students who are required to have insurance will automatically be enrolled in health insurance through the school unless an insurance waiver is completed and approved prior to the designated deadline. The insurance premium will be billed to the student's college account and cannot be refunded if the student completes the waiver after the designated deadline or withdraws from the college. To waive the insurance, students must enter the required health insurance information on the insurance website. The insurance company will verify the insurance information before the waiver is approved. For questions regarding health insurance requirements, please contact Health Services.

**Student Counseling Services.** The Director of Student Counseling Services is a licensed mental health professional who provides individual, short-term counseling by appointment and leads various group sessions. The director makes referrals as needed for psychiatric care and long-term counseling. All visits are confidential. Counseling services are available, by appointment, Monday through Friday.

**Campus Police.** The Wesleyan Police Department provides 24-hour, 365 days a year service. Students, faculty, staff, and visitors are encouraged to report all incidents of crime and emergencies to the Wesleyan Police as soon as possible. The officers are state certified police officers who have been authorized by the State of Georgia to exercise all enforcement powers, including the power of arrest, and authorized by the governing body of the College to have jurisdiction over the College campus. Campus Police may be contacted from any on-campus phone by calling 5145, or by calling 478 757-5145. Campus phones are located outside each residence hall. Officers will provide night time escort service on campus for students. The Wesleyan Police Department crime statistic report can be found on the college website under campus safety and on the WesPortal.

**International Student Services.** International Student Services provides resources designed to promote the academic and social success of international students. The Director of International Student Services helps to educate international students on their legal rights and obligations as well as facilitate compliance with government regulations for non-resident alien students, acting as the Designated School Official. The director also manages International Student Orientation and programming.

**Mathews Fitness Center.** The Mathews Fitness Center is a multi-purpose building that serves students, faculty, staff and community members. The facility offers an aerobics studio, weight-training facility, cardio equipment, treadmills, ellipticals and stationary bikes. The center provides weekly yoga, pilates, cycle Reebok, cardio and strength training classes.

**Food Service.** Food Service on campus is provided through Aramark. All residential students have a board plan, which is part of the residence hall fee. Twenty meals per week (no Saturday breakfast) are provided for students in residence halls and ten meals per week are provided for students in apartments. Non-boarding students, faculty, staff and guests may eat in the Anderson Dining Hall by purchasing meals through the cashier.

**Honor Code.** The Honor Code is the foundation upon which life in the Wesleyan College community is built. It is based upon the idea that individual freedom is a right founded upon responsibility. A student is expected to tell the truth, respect others and their property, and maintain academic and personal integrity and honesty in all areas of her college life. If a student violates a principle of the Honor Code at any time, the student is honor-bound to turn herself in (self-report). Likewise, if a student is aware that a fellow student has violated an honor principle, the student is honor-bound to ask the violator to self-report within 24 hours or report the violation.

Maintaining these principles of honor is the ideal toward which we strive. Membership in the college community involves establishing and maintaining these broad honor principles. It is understood that by becoming a student at Wesleyan, an individual signifies her acceptance of the Honor Code. Please refer to The Wesleyanne: Student Handbook for more information regarding the Honor Code, Honor System and other judicial processes on campus.

**Honor Pledge.** As a member of the Wesleyan College student body, I will uphold the Honor Code, strive for personal honesty and integrity in all areas of my life, and fulfill my responsibility for maintaining the Honor Code in the college community.

**Student Activities.** The Director of Student Activities serves as a resource for all clubs, groups and student organizations, advising them regarding all regulations and procedures as stated in The Wesleyanne. In addition, the Director oversees all student organizations' budgets and the disbursement of funds associated with these accounts. The Director also coordinates all major campus events with the assistance of the Campus Activities Board (CAB). In addition, the Director is also the advisor for the Student Government Association (SGA).

**Student Government Association.** The Student Government Association (SGA) represents the Wesleyan student body. Students elect representatives to serve on Senate, the legislative body, which meets weekly. SGA emphasizes responsibility and order, and supports an active liberal arts environment. SGA contributes to co-curricular life at the College. The development of leadership and responsible citizenship, in conjunction with Student Affairs, is the primary goal of the Wesleyan Student Government Association.. SGA makes recommendations for the allocation of student activity funds through Student Affairs. These funds support student services, student activities, and publications.

**Council on Judicial Affairs.** The Council on Judicial Affairs (CJA) oversees the judicial process of the Honor System, and coordinates activities designed to promote understanding of, interest in, and support for, the Honor System. CJA meets weekly. Members of CJA also serve on the Honor Council that hears social and academic violations of the Honor Code.

**Campus Activities Board.** A wide variety of student activities and social events at Wesleyan are planned and administered through the efforts of the Campus Activities Board (CAB). CAB serves to provide quality programming that encourages campus community and provides students with leadership development opportunities. CAB plans dances, comedy events, musical performances, movies and other activities throughout the year.

**Student Recreational Council.** The Student Recreational Council (SRC) works to provide students with opportunities to participate in a number of recreational activities. SRC specializes in outdoor activities and programs both on- & off-campus. Special weekend programs such as day hikes, whitewater rafting and ski trips are offered throughout the year.

**Council on Religious Unity.** The Council on Religious Unity (CRU) works with a variety of religious organizations and their activities on campus. CRU helps to encourage the religious and spiritual life of students. Working with the College Chaplain, CRU plans a series of ecumenical services and convocations throughout the year.

**Student Organizations.** Wesleyan offers a variety of campus organizations to meet the social, educational, spiritual, and recreational needs of students. These organizations, started and run by students, are open to all traditionally enrolled students. If students cannot find an organization to meet their needs, they are encouraged to start their own by contacting the Director of Student Activities. For a complete list of student organizations at Wesleyan, please refer to *The Wesleyanne: The Student Handbook*, available on WesPortal.

**Policies and Procedures.** All campus policies and procedures can be found in *The Wesleyanne: The Student Handbook*. The Wesleyanne can be found on the portal and on the college Website. Students are required to read and adhere to all regulations.

# Music and Theatre

## Music

Faculty and students offer concert programs and recitals in a variety of places both on and off-campus. The Wesleyannes and the Concert Choir perform in the Annual Christmas and Spring Concerts. Members from the two vocal ensembles participate in annual tours to perform in area churches, schools and retirement homes. Occasionally these tours have included trips overseas. The Instrumental Ensemble and Percussion Ensemble perform on campus at least once each semester. Students have access to a number of guest artists through master classes, workshops, and concerts as part of the Wesleyan Programs and Exhibitions offerings as well as those offered by the Music Department.

Wesleyan and the Macon Concert Association offer a series of programs on campus open to students at no admission charge (though seating is limited). Recent offerings have included the Pilzen Philharmonic from the Czech Republic; Bertrand Gireau, a pianist from France; Caroline Thomas, soprano and Wesleyan alumna who has an established operatic career in Germany; Asmira Woodward-Page, a violinist from Australia; Domenico del Guidice, a guitarist from Italy; "Music, She Wrote," a program featuring the music of women composers and other offerings. Students also have opportunities to hear the Macon Symphony Orchestra and presentations offered by the Central Georgia Opera Guild at the Grand Opera House in downtown Macon.

## Theatre

The Theatre Department mounts three or more plays each year in the large Porter Auditorium and the intimate Grassmann-Porter Studio Theatre. Participation is open to every student at Wesleyan, regardless of her major. Students who act or do technical work in Theatre Department productions are strongly encouraged to enroll for course credit in THE 235 or THE 320. Recent Wesleyan productions include Pearl Cleage's African American play, *Flyin' West*; festivals of new plays by student playwrights; *Princess Ida*, a musical adapted from the Gilbert and Sullivan operetta; *Medea/Myth*, a modern response to Euripides; *Dead Man's Cell Phone* by Sarah Ruhl; *Poof!* by Lynn Nottage; *The Zoo Story* by Edward Albee; Shakespeare's *Twelfth Night*; and Ionesco's *The Bald Soprano* and *The Lesson*. Every other year, student directors present a bill of one-act plays. The Music and Theatre departments occasionally collaborate on musical productions and revues. In addition to College productions, guest artists perform and speak at Wesleyan. Recent visiting artists include film producer M. Elizabeth Hughes and actor/playwright Ann Randolph.

## **Business Services**

**Student Bank.** The Student Bank is located in the Business Office in Tate Hall. Students may deposit their personal funds but service is limited to one deposit and one withdrawal per day. Banking hours are from 9 a.m. - 2 p.m., Monday through Friday. Personal checks will be accepted for deposit or cashed up to but not beyond two weeks before the end of the semester.

**Campus Store.** The campus store is located on the ground floor of the Olive Swann Porter building. The campus store provides a wide range of goods including school supplies, art supplies, Wesleyan merchandise, gifts for all ages, health and beauty products, medicine, cold drinks, coffee, and snacks. The campus store strives to provide the best service possible to Wesleyan's students and will be having periodic promotions for all students.

**Post Office.** The campus post office is located on the ground floor of the Olive Swann Porter building. The campus post office receives and distributes the U. S. mail, sells stamps, and processes outgoing and campus mail.

# **Centers of Excellence**

## **The Center for Creative and Performing Arts**

The recently created Center for Creative and Performing Arts serves Wesleyan and the Central Georgia community with a variety of visual, musical, and theatrical experiences. Our students benefit from direct links between those experiences and their courses in art history, education, English, music, studio art, theatre, and voice. Students learn from active involvement with art exhibitions, master classes in performance and voice, workshops, artists-in-residence, and visiting art historians and conservators. Focused internships are planned every semester. The Center will also contribute to the care and stewardship of the College's wide collection of art, decorative art, and furnishings.

## **The Center for Educational Renewal**

The focus of the Center for Educational Renewal is promoting positive social, structural and curricular change in P-12 schools and the programs that prepare teachers for these settings. The Center for Educational Renewal builds partnerships with local agencies, develops alternative ways for preparing teachers, and encourages research and activism that address the problems of today's educational systems.

## **The Center for Global Initiatives**

The Center for Global Initiatives (CGI) was established in 2014 to create and coordinate globally themed curricular and extracurricular programs at Wesleyan College. To do this, the CGI draws upon the resources of the Confucius Institute at Wesleyan College, the Willet Memorial Library, academic programs, students groups and organizations, and the broader Georgia community in its mission of encouraging a broader understanding of the interconnected world in which the Wesleyan community lives and works. The CGI also oversees the College's new Global Scholars program and Asian Studies minor.

## **The Center for Women in Science and Technology**

The goals of the Center For Women In Science And Technology are to engage, sustain and retain women in science and mathematics and to encourage the development of women to assume leadership roles in these fields. Wesleyan recognizes that the participation of women in science and technology fields is vital to our community and our nation and that aptitude in these areas must be encouraged from an early age. The Center provides opportunities for Wesleyan students to use their knowledge of science and mathematics by mentoring schoolchildren through the KISMET (Kids In Science, Mathematics, Engineering and Technology) program and serving as counselors for SPECTACLES math and science summer camps for Middle School girls. Other initiatives of the Center are aimed at developing mechanisms to support systemic improvements in the teaching and learning of science and mathematics. The Center is housed in the Munroe Science Center on the Wesleyan College campus.

## **The Lane Center for Service and Leadership**

The Lane Center for Service and Leadership was established in 2002 to become a focal point of community service and engagement in Central Georgia and to serve as a role model for college/community collaboration nationally. The Center has three goals: to promote and manage specific acts of community service and engagement through assessing community needs, working collaboratively with partners to secure funding for service projects, and coordinating those projects; to instill the spirit of service and engagement into our pedagogical processes; and to teach and model civic leadership and personal responsibility through conferences, workshops, and conversations sponsored by the Center. The Center is housed in Olive Swann Porter on the Wesleyan College campus.

# The Campus

Wesleyan College is located on a 200-acre wooded campus in residential north Macon (Bibb County), a community of 150,000. In addition to the academic and residential buildings the campus includes tennis courts, a softball field, a soccer field, a fitness center, walking trails, an arboretum, Foster Lake, and an equestrian center. The buildings are of Georgian brick design, attractively situated on the large wooded and landscaped campus.

Many buildings on Wesleyan's historic campus date back to the early 1900s; therefore, any buildings constructed before 1977 may not be fully accessible. Students with mobility impairments should consult with the Assistant Dean of Academic Resources, who serves as the Disability Resources Coordinator to discuss campus accessibility. Wesleyan is committed to full access for all students and will modify the location of classes, events, etc. being held in inaccessible facilities to accommodate the needs of students with disabilities.

## The Buildings

**Lucy Lester Willet Memorial Library.** This three-story Georgian brick building was constructed in 1968 and dedicated to the memory of Lucy Lester Willet, class of 1881. The main entrance is on the second floor of the library, which houses the reference collection, periodicals, popular DVDs, and computers to access the library catalogue and electronic databases. The first and third floors contain the collection of circulating materials, classrooms and study rooms, and the Media Room.

The **Strickland Room**, Room 107, named in honor of W. Earl Strickland, president of Wesleyan from 1960 to 1979, is a smart classroom located on the first floor of the library. The room is equipped with a SMARTboard, VCR/DVD, sound system, and a projector.

**Room 122** is a smart classroom located on the first floor of the library. The room is equipped with twenty computers, a Sympodium, VCR/DVD, sound system, and projector.

The **Georgia Room**, located on the third floor, houses the library's Special Collections, with books about Georgia and by Georgia authors, including many volumes presented in 1931 by the late Judge Orville A. Park. The room also contains items of rare Americana donated by the late Tracy W. McGregor, a General Special Collections, and items significant to Wesleyan College history.

The **Robert K. Ackerman Reading Room**, now the China Room, dedicated in 1998 in honor of the College's twenty-second president is an exhibit space for some of the gifts and memorabilia related to the Soong Sisters, Madame H. H. Kung (Soong Ei-Ling), Madame Sun Yat Sen (Soong Ching-Ling), and Madame Chiang Kai-Shek (Soong May-Ling).

The **Confucius Institute**, located on the first floor of the library, is a public institution aligned with the Government of the People's Republic of China that aims to promote Chinese language and culture, support local Chinese teaching, and facilitate cultural exchange. The Confucius Institute contains exhibit space for some of the gifts and memorabilia related to the Soong Sisters, Madame H. H. Kung (Soong Ei-Ling), Madame Sun Yat Sen (Soong Ching-Ling), and Madame Chiang Kai-Shek (Soong May-Ling), as well as other art work and memorabilia from China.

**Candler Building.** Presented to the College by the late Judge John Slaughter Candler of Atlanta in memory of his parents, Samuel and Martha Beall Candler, the Candler Building was designed by renowned architect Phillip Shutze and is an outstanding example of Georgian architecture. Originally used as the College library, the building was renovated in 1971 as the Candler Alumnae Center and currently houses the Office of Alumnae Affairs, the Office of Institutional Advancement, the Oval Hall, and the Benson Room. The Benson Room is equipped with projector and wireless (Wi-Fi) network.

**Tate Hall.** Tate Hall, made possible by a gift from the late Colonel Sam Tate of Tate, Georgia, contains classrooms for communication, women's studies, English, history, modern languages, religion, philosophy. The President's Office and other administrative offices, including the **Office of Financial Aid**, are located in Tate Hall. It contains seven SMART classrooms with projection equipment and wireless (WI-FI) network.

**Munroe Science Center** houses the biological sciences, chemistry, nursing, and experimental psychology. Built in 2006, the 42,000 square foot building was made possible by the generosity of the Munroe sisters and their families: Julia

Munroe Woodward, Margaret Munroe Thrower, and Mary Gray Munroe Cobey. The Munroe science center boasts numerous teaching laboratories, two classrooms, modern research labs for faculty-student research, animal facilities, a greenhouse, an astronomy platform, and the Center for Women in Science and Technology. On the west wing of Munroe is the nursing wing which houses the nursing classroom and state of the art nursing simulation lab. Munroe has WI-FI access throughout and over twenty classrooms and labs with projection and SMARTboard equipment.

**Taylor Hall.** Taylor Hall, named in honor of the late Robert Jenks Taylor of Macon, underwent a multimillion dollar renovation in 2009-2010. The facility houses laboratories and classrooms for education, physics, psychology, and business. The building also contains the **Peyton Anderson Amphitheatre**. Taylor contains offices, a computer lab, physics and psychology labs, a student lounge, and numerous SMART classrooms with SMARTboards and projection equipment to enhance the learning experience. The education wing features a model science education classroom/laboratory, a model early childhood classroom, and the Wesleyan Center for Educational Renewal.

**Olive Swann Porter Student Life Center.** The Olive Swann Porter Student Life Center is a memorial to the wife of benefactor James Hyde Porter, a trustee of Wesleyan College for many years. Mr. Porter furnished the beautiful foyer in 1942 to his exact specifications. Throughout the building, lovely antiques and paintings from Wesleyan's extensive collections can be found. The building underwent a major renovation beginning in the year 2000. Adding to its existing beauty, an impressive new lobby area that encompasses the three levels of the Olive Swann Porter center creates a grand entrance. Further renovations in 2008 created

**The Learning Commons**, a large space dedicated to student learning and success. The Learning Commons includes the **Writing Center, Academic Center** and the **Offices of the Assistant Dean of Academic Resources and Director of Student Success**.

The **Burden Parlor**, a formal parlor named in honor of the late Minnie Bass Burden and her husband, Richard Ferdinand Burden, was furnished in 1942 by Octavia Burden Stewart and her husband, T.J. Stewart, a trustee of the College. Mrs. Stewart redecorated the room in 1973, and her niece and nephew, Ann Maria and Richard B. Domingos, refurbished the parlor in 1994. It is an attractive space for College functions.

The **Campus Store**, which carries Wesleyan souvenirs, clothing, and gifts, is located on the ground floor. Next to the Campus Store is the **College Post Office** which offers a full range of postal services for the Wesleyan community.

Also included on the ground floor are the **Belk Student Leadership Suites** where student clubs and organizations maintain nine offices and a meeting room. Upstairs from this area are eight music rooms and a large student senate room.

The **Reginald Roberts Trice and Frankie Raines Trice Conference Room**, named in honor of Wesleyan's former board chair and his lovely wife for their contributions and enhancement of campus life, is a welcome addition to the campus. It is utilized for both College and community functions.

**The Office of Public Relations, the student publications room, the Office of Computing and Information Resources, the Campus Police Office and the Office of Student Affairs** are housed in this building.

One of the most distinctive additions to the building is the **portico** that extends from the ground floor lobby out to the fountain area. The portico not only lends beauty to the building but also provides a perfect location for outdoor events.

The stately **Anderson Dining Hall** seats three hundred and is distinguished by the vaulted ceiling, large arched windows, and unusual matching mantels graced with landscape murals. The windows open on the beautiful, columned **Mount Vernon Porch**. The Anderson Dining Hall was named in honor of the late William Dickson Anderson, former chair of the Board of Trustees, and his wife, Linda McKinney Anderson, class of 1893. The dining hall is open to students, faculty, staff, and their guests.

The **Manget Dining Room** seats eighty. In 1964, the Trustees named the room in honor of Jennie Loyall Manget, class of 1912, and director of the Alumnae Association from 1924 until 1947, and later a trustee. Exquisitely furnished and decorated, its focal point is the handsome 18th-century Waterford crystal chandelier and sconces from the Callanwolde House of Atlanta, a gift of Mrs. Charles Howard Candler, Sr.

The **Hurdle Café**, dedicated in 2001 to the College Chaplain, William Hurdle, is open extended hours. A popular place for students to gather, the Café also provides high-speed wireless (WI-FI) access to the Internet.

**Porter Family Memorial Fine Arts Building.** This building, completed in 1956, serves as a cultural center for the campus and community and as a facility for the Division of Fine Arts. In addition to classrooms, offices, and studios, it includes:

**The Porter Family Memorial Auditorium-** used for theatre productions, student programs, special events, and the Macon Concert Association. It has a seating capacity of 1,129.

The **Cowles Myles Collier Art Gallery**-established by the late Mrs. Georgie Collier Comer in memory of her father, a renowned artist. The east wing is used for several traveling exhibits each year; the west wing houses Wesleyan's permanent collection.

**The Goodwyn-Candler-Panoz Organ**-The 1925 Aeolian organ was originally built and installed in the home of the late Asa G. Candler, Jr. of Atlanta. It was presented to Wesleyan by Mr. Candler in honor of his wife and installed in Porter Auditorium in 1958. The organ underwent extensive work in 1989 thanks to a gift from Elsie Lowden Maxwell Hambright '34 in memory of her grandmother, Bell Pound Goodwyn, class of 1874. In 2008 the organ was completely renovated and additions were made to the instrument by the Schantz Organ Company of Orville, OH. The organ contains 73 ranks of pipes and has a four-manual console; it is the largest musical instrument in middle Georgia.

The **Grassmann-Porter Studio Theatre**, an intimate, flexible studio for theatre classes and productions, opened in 1994 through the generous support of the Grassmann Trust and the Porter Family Foundation. It was recently awarded a second Grassmann grant to enhance its technical capabilities.

**Pierce Chapel.** Scheduled to open in Spring 2015, the chapel is the newest addition to campus with the oldest history. For more than 100 years, the first Pierce Chapel was an integral part of college life at the original campus on College Street. The new Pierce Chapel bears the same name to honor Wesleyan's first president Bishop George Foster Pierce and the many members of his family who have continued to lead and serve the College. The new chapel will have a capacity of about 300 in the sanctuary, which will be used primarily for worship services and occasionally as a venue for recitals, concerts, and special events. The downstairs area will provide meeting space for faith-based programs, campus groups, and the Chaplain's office.

**Porter Gymnasium.** Named by the trustees in honor of the late James Hyde Porter, a Wesleyan benefactor, the gymnasium includes a heated swimming pool, a weight room, and a gymnasium floor marked for all indoor activities. There is seating space for 700 spectators. Classrooms, dressing rooms, dance studio, and shower baths are included. Near the gymnasium is an intramural athletic field; additional fields and athletics facilities are located at the Mathews Athletic Complex.

**Mathews Athletic Complex.** Donated to the College by Trustee George Mathews in memory of his sister, Mary Ann Mathews Pease '44, the facility includes soccer and softball fields and tennis courts. The complex is highlighted by the Mathews Athletic Center which offers state of the art fitness equipment, a variety of exercise classes, personal training, and massage therapy.

**Nancy Ellis Knox Equestrian Center.** The Equestrian Center is located north of the lake and near Bradley House. With turnout paddocks, a riding ring, and a 24-stall barn completed in 1999, the Center provides instruction, recreational riding, and boarding for students' horses. The Center also offers riding instruction to the Macon community through its Community Horsemanship Program.

**Valeria McCullough Murphrey Art Building.** The Valeria McCullough Murphrey Art Building, built in 1964, is named in honor of Valeria McCullough Murphrey '48, a Trustee of the College from 1980 through 1990 and Chair of the Board of Trustees from 1986 to 1989. It contains 10,000 square feet of floor space designed exclusively for the teaching of the studio arts, art history, and computer graphic design. Facilities are included for the teaching of art history, drawing, painting, design, printmaking, sculpture, ceramics, photography, and related subjects. It is also the location of the **Frances and Dennie McCrary Art Gallery**.

**Residence Halls.** Wesleyan has seven residence halls, which provide a choice of comfortable, convenient living arrangements for students. Each security-controlled building is fully air conditioned and computer-networked, with visitor lounges, study parlors, computer printers, and vending areas.

**Elizabeth Turner Corn Hall North and Ernest and Pauline Pierce Corn Hall South** were opened in 1999. Each of these three-story buildings, located on campus at the corner of Tucker and Forsyth Roads, contains private furnished rooms (each with private bath) arranged in four-person suites and sharing a fully equipped kitchen, laundry facilities, and fully furnished living/dining room.

**Hightower Hall**, named in honor of the late Julian and Grace Laramore Hightower, was completed in 1963. Mrs. Hightower was a 1920 graduate of Wesleyan and later a trustee of the College. Hightower Hall accommodates students in two-room suites with connecting baths.

**Banks Hall** is named in honor of the late William Nathaniel Banks and Mary Evelyn Wright Banks '14 of Grantville, Georgia, who were trustees and long-time benefactors. Banks Hall accommodates students in a traditional corridor-style residence hall with common bathrooms on each floor.

**Persons Hall** is named in memory of Mary Barry Persons 1869, in appreciation of a substantial gift to Wesleyan's endowment funds by her two sons, Robert T. and G. Ogden Persons of Forsyth, Georgia. Persons Hall accommodates students in two-room suites with connecting baths. The building was fully renovated in 1998.

**Wortham Hall** is named in memory of Nettie Dunlap Wortham 1875, a trustee at the time of her death in 1939, who left half of her large estate to Wesleyan's endowment funds as a memorial to her husband, Henry M. Wortham. Wortham Hall was fully renovated in 1999 and accommodates students in two-room suites with connecting baths.

**Huckabee Hall.** Huckabee Hall houses the **Office of Admission**. Named in memory of the parents of Leo Huckabee, a former trustee, it was opened in 1957, and was furnished by Mr. and Mrs. Lawrence Willet in memory of Mr. Willet's mother, Lucy Lester Willet, class of 1881.

**Jones Hall**, named in honor of C. Baxter and Carolyn Cater Jones, was completed in 1959. Mrs. Jones is a graduate of Wesleyan and Mr. Jones rendered valuable services as a trustee and College attorney over a long period of time. As a home for the Lane Center for Community Engagement and Service, a Conference Room, and Overnight Suite accommodations on the first floor, Jones offers housing for students, outside groups, and camps on the second and third floors. Situated on a hill with a beautiful garden beside Foster Lake, it is a popular wedding and outdoor event venue.

**Dice R. Anderson Cabin and the Arboretum.** The Wesleyan College **Arboretum** was established in 1996 as an ecological study area, wildlife refuge, and recreation resource for the college. The arboretum comprises 100 acres of mixed pine and hardwood forest and lies within the boundaries of Wesleyan's suburban Rivoli campus. The Dice R. **Anderson Cabin**, built in 1938 and restored in 1990, the **Ellen Ann Edenfield Pavilion**, built in 2011, and the five-acre **Foster Lake** serve as rustic focal points for classes, meetings, and special events. The Anderson Cabin was named in honor of the late Dr. Dice R. Anderson president of the College 1931-1941.

**Bradley House.** Given to the College by the Bradley Foundation of Columbus, Georgia, in 1954 and beautifully renovated in 1997, the President's home is situated on an estate adjoining the campus.

**Porter House.** The historic Porter House was moved to campus on Tucker Road in 2013. The House serves as meeting and event space, including memorials to the lives and contributions of James Hyde and Olive Swann Porter.

# **Master of Education (M.Ed.)**

Wesleyan's unique Master's of Education program invites practicing classroom teachers who believe in the power of authentic learning, who desire a shift from mundane educational trends, and who wish to become active inquirers to join us in a journey of self discovery, organic learning experiences, and active research around timeless and proven classroom practices.

The program is designed around 5 foundational beliefs:

1. The classroom as a community of inquiry.
2. The power of play and creativity in the learning process.
3. The importance of interacting with the natural world.
4. The value of building literacy through oral language skills.
5. The benefits of integration of content across the curriculum.

## **M.Ed. Learning Outcomes**

Through course work and experiences in this program, the student will be able to:

1. Develop the values, commitments, and ethics that positively impact the educational community as well as the educator's own professional growth.
2. Develop an understanding of the relationship between content and content-specific pedagogy, instructional strategy, and teaching techniques.
3. Develop meaningful learning experiences that improve student learning and achievement, collaborate with other education professionals, and reflect on their practices.
4. Make data-driven decisions about student learning and achievement, continuous school improvement, and professional practice through the design and implementation of an action-research project implemented in their classrooms.
5. Align educational objectives to content and the Common Core Curriculum/Georgia Performance Standards.
6. Defend the effectiveness of their practices through student outcome and achievement and justify instructional choices in regard to the five foundational beliefs.
7. Demonstrate awareness through establishing a level of consciousness, connectedness, and understanding pertaining to a chosen area of expertise. This includes a candidate's ability to evaluate and analyze current research in this area and to contribute to this body of knowledge.
8. Convey the concept of agency by actively engaging in the educational process as change agents. Having agency implies that the candidate realizes she has the power to act within her classroom, school and community. Also, implicit in such a concept of agency is recognition of expertise on the part of the teacher. Being able to claim expertise strengthens agency as it equips an educator with a base of knowledge from which to speak with authority and conviction. Having agency means educators have the tools to fight against the de-skilling of teachers.
9. Demonstrate competence in articulating and advocating for sound professional practices and public policies for the positive development and learning of all children.
10. Demonstrate the process or state of acting or of being active through both physical and mental activity. By processing the theoretical concepts, research, and outcomes candidates ultimately take action toward implementing effective changes in the classroom, schools, districts, and ultimately the chosen area of expertise ultimately connected to the 5 foundational beliefs.

**Program of Study.** The M.Ed. program is designed to allow a cohort of candidates to earn a graduate degree in the area of early childhood education (P-5). This summer-to-summer program requires a total of 35 semester hours taken in the sequence outlined.

## Summer-to-Summer Program Leading to the M.Ed. in Early Childhood Education

<b>Year 1: Summer</b>	EDU 521: The Art of Inquiry	3 hours
	EDU 532: Creative Expressions in the Early Childhood Classroom	4 hours
	EDU 533: Developing the Early Childhood Learning Community	5 hours
<b>Year 1: Fall</b>	EDU 522: The Art of Inquiry: Action Research	1 hour
	EDU 536: Advanced Reading and Writing Workshop Methods	4 hours
	EDU 536: Advanced Pedagogy and Methods in STEM Content	4 hours
<b>Year 1: Spring</b>	MAT 513: Probability, Statistics and Data Analysis (hybrid)	3 hours
	EDU 530: Stories Make the World	4 hours
	EDU 523: The Art of Inquiry: Analyzing Data	1 hour
<b>Year 2: Summer</b>	EDU 524: The Art of Inquiry: Publishing and Presenting	4 hours
	EDU 544: Exploring Educational Venues	2 hour
	Total	35 hours

The courses in the M.Ed. program do not build upon each other in any type of sequential content hierarchical way. The major outcome for the program is the publication of an educationally focused action research question. The candidates formulate, research, implement, and assess this question within their classrooms throughout the program therefore the EDU 521, 522, 523, and 524 sequence of research classes are spread across several semesters to provide the necessary support for this final requirement.

The course that introduces candidates to the rigor required in graduate level research is at the beginning of the program along with the development of learning communities and creative expressions class. This sequence provides candidates immediate exposure to some of the most current research in the field in specific content areas and in regard to current best practice and pedagogy. Being exposed to this research early in the program allows the candidate to formulate the question they intend to use as the foundation for the action research paper based on current issues and trends that are applicable to their interests and needs and supported by our foundational beliefs.

The probability and statistics course is purposefully placed in the spring semester to provide support for the candidates during the most probable time in which they will be collecting the data from the action research question. The data analysis section of the final paper is completed as part of the course requirements.

The final sequence of courses at the end of the program is meant to allow the candidate an opportunity to demonstrate what they've gained from the program. The research class is designed to provide the support the candidates need to pull together rest of the action research conducted throughout the year into a publishable format. The exploring educational venues course puts candidates in a real instructional settings with real children and asks them utilize or analyze best practices observed or attained throughout the program in a meaningful way.

**The Cohort.** The candidate will enter and complete the program as part of the same cohort. Candidates will follow the prescribed course calendar along with their cohort members during the 14 month period of their degree program.

Deviations from the prescribed course calendar are not allowed except in cases of emergency. These will be decided on a case-by-case basis by majority vote of the Graduate Admissions Committee with the approval of the Provost of the College. Candidates are required to participate in all cohort activities, including the two travel/study experiences and occasional cohort meetings.

## **Admission Requirements**

1. A completed application must be submitted to Karen Kitchens, Graduate Admissions, Taylor Hall, Room 110, Wesleyan College, 4760 Forsyth Road, Macon, Georgia 31210 or contact [kkitchens@wesleyancollege.edu](mailto:kkitchens@wesleyancollege.edu).
2. Applicants must provide the following:
  - a. three letters of professional reference
  - b. official transcript from the institution from which a Bachelor's degree was earned
  - c. a copy of a valid professional teaching certificate or evidence of having been the teacher of record in a classroom for at least two years.
3. Applicants must have earned a bachelor's degree from a regionally-accredited institution of higher education with a minimum cumulative grade point average of 3.00 on a 4 point scale. Students from foreign universities will be considered on a case-by-case basis.
4. Applicants must pass an assessment of graduate writing skills to be administered by Wesleyan College faculty.
5. An interview with each applicant will be conducted by the Director of the M.Ed. Program or the director's representative as early in the application process as possible.

**Course Load.** The student will enter the program with a cohort. A student starting with a cohort is expected to graduate with that same group. If for any valid reason (determined by the Graduate Council and the Provost of the College) a student temporarily leaves the group, the student, upon reinstatement, will be placed in a new cohort. Students who enroll in at least 6 credit hours during the program's specified period of enrollment will be considered full-time. Students who enroll in less than 6 credit hours during the program's specified period of enrollment will be considered part-time. Refer to the cohort calendar for periods of enrollment.

**Tuition and Fees.** Tuition and fees may change each year.

Application fee \$60  
Tuition \$15,000  
Graduation fee \$150

Tuition for the M.Ed. is a total amount for the entire program and is not computed by cost per semester hour. The tuition may be made in two payments. The first payment is due the day before orientation classes begin; the second payment due date will be announced at the first orientation session of each cohort. No adjustment of charges will be made after the first day of classes. The M.Ed. program does not provide tuition reimbursement. The full tuition includes the cost of all textbooks, and 2 trips (1 self-planned, and 1 2-day trip to the Ron Clark Academy in Atlanta).

**Advising.** The director of the graduate education program will serve as advisor to each M.Ed. student.

**Graduate Grades.** The basic unit of credit at Wesleyan College is the semester hour. At the end of each term, candidates receive a grade report for their performance in each course.

1. All graduate candidates are required to maintain a 3.00 grade point average. A candidate may have a grade of "C" in no more than one course in this program. Any candidate who receives more than one "C" grade or receives one "F" grade will be reviewed for continuance in the program and may be suspended or dismissed from the program.
2. A candidate who repeats the same course (in which a grade of "C" or "F" was earned) and cannot achieve a cumulative grade point average of 3.00 after the repeat of the course will be academically dismissed from the program.
3. Students may not receive credit for graduate courses through course challenge or credit for prior learning.

Following are the grades used in the M.Ed. program:

A Superior (4 quality points)

B Outstanding (3 quality points)

C Passing (2 quality points)

F Failing (0 quality points)

W Withdrawal from a course (not computed in the grade point average)

Students are expected to remain in their cohorts until the end of the program. Students who find it necessary to consider withdrawal from a course must have approval from the Provost of the College.

I Incomplete (not computed in the grade point average)

The grade of I is given only when a student has been absent from the final work in a course due to illness or other causes acceptable to the instructor and to the Provost of the College. Permission from the instructor and from the Provost of the College must be requested and given before an I may be recorded, following the same procedures as for undergraduate students. Instructors must remove I grades within six weeks from the last day of class for that course.

**Complaints of an academic nature:** Complaints of an academic nature, including grade appeals, will follow the same procedures as those outlined for undergraduate students, with the exception that appeals for a change in the final course grade must be initiated no later than five days after the final course grade is posted on the Wesleyan Portal (See "Grade Appeals" and "Complaints of an Academic Nature" in the College Catalogue).

**Honor Code.** All students are expected to uphold the Honor Code of Wesleyan College.

**The Graduate Honor Council.** The Graduate Honor Council is convened on an as-needed basis by the Graduate Judicial Officer (GJO).

**The Graduate Judicial Officer. (GJO)** The Graduate Judicial Officer is a full-time faculty member on the Graduate Program Council. She/he is elected by the Graduate Program Council for a period of two years. The GHC is comprised of:

- a. The GJO
- b. One full-time faculty member who teaches in one of the graduate programs.
- c. One full-time faculty member who does not teach in one of the graduate programs.
- d. One MBA student who has completed at least 15 semester hours of coursework.
- e. One M.Ed. student who has completed at least 15 semester hours of coursework.

### **Procedures for Action**

1. Students are highly encouraged to self report. The Graduate Honor Council considers self-report as an act of integrity.
2. A hearing will enable both the accuser and accused to provide accounts of the incident. If the accused does not attend the hearing, it will be held in his/her absence, and the student will forfeit the right to appeal.
3. The Graduate Honor Council will deliberate, decide on a verdict and sanction.
4. Students will be notified in writing of the hearing outcome.

5. Appeals can be made to the Provost of the College, at which time they can be upheld, amended or returned to Graduate Honor Council to be heard. All appeal decisions are considered final.

## **Reporting a Violation**

1. Any member of the faculty, administration, staff, or student community should, when possible, confront a student for an honor offense at the time of the offense. If unable to confront the student at the time of the offense, the violation should be reported to the appropriate college faculty or staff members who will then notify the accused of the alleged charge.
2. The accused has 24 hours from that time to report the incident to the GJO.
3. The accuser will report the charges to the GJO or the Provost of the College.
4. The GJO will notify the accused in writing of the charges, the procedures, and the date and time of the hearing at least 48 hours before the scheduled hearing. In emergency situations, 48 hours may not be provided.
5. The GJO or the Provost of the College can discuss cases of academic dishonesty with the professor prior to a Graduate Honor Council hearing.
6. Cases will be heard as soon as possible after the accused has been officially notified of the charges, with the exception of extenuating circumstances.
7. If charges are brought during the week of final exams, the Graduate Honor Council will make every effort to hear the case before the end of the semester. If this is not possible, the case will be held over until the next semester.

## **Accused Student Information**

A student who has been accused of a Graduate Honor Council violation:

- Will have the case heard without undue delay.
- Will receive written notice of the charges, procedures, and date and time of the scheduled hearing no less than 48 hours before the scheduled hearing with the exception of extenuating circumstances.
- May testify or remain silent.
- May question the accuser and/or any witnesses appearing against the student.
- Can present witnesses and/or evidence on own behalf.
- May be present at the accuser's case presentation.
- May appeal to the Provost of the College only if she/he attended the initial hearing and has ground for the appeal as described below.

## **Hearing Procedures**

1. The accused will be called into the Graduate Honor Council room at which time the Graduate Judicial Officer will explain the hearing procedure and state the student's name and the charges being brought against her or him. The accused will be informed that the proceedings will be tape recorded to insure accuracy and for appeal purposes.
2. The accused will be reminded that he/she is bound by the Honor Code and is required to tell the truth and given the opportunity to present his/her case.
3. The accuser will be asked to present her or his account of the incident and to present any witnesses about any matter logically relevant to the charge against the student. The accused has the right to be present during this testimony and can question the accuser or any witnesses without being questioned.
4. After the accuser presents all testimony, the accused has the right to present a defense and to offer testimony and that of any witnesses (maximum of 3).
5. The GJO may limit unproductively long, repetitive, or irrelevant questioning.
6. After the case has been presented, the Council will hold confidential deliberations. A decision will be rendered and the accused will be notified in writing within twenty-four (24) hours of the conclusion of the hearing, typically via fax or email according to the preference of the accused. Students are responsible for checking their mailbox for hearing notifications and completion of sanctions (when applicable).

**Note:** Students are required to represent themselves. Legal or parental representation is not permissible in Honor Council proceedings or appeal hearings.

**Possible Sanctions** - Any sanction imposed by the Graduate Honor Council is independent of academic sanctions levied by the course instructor. The following are possible sanctions available to the Graduate Honor Council; others may be used if deemed appropriate by the board.

**Campus/Community Service** - Performing relevant services for the college or off-campus agencies.

**Demerits** - A notation that becomes a part of the student's permanent college record. The accumulation of 10 will be grounds for a recommendation for suspension or removal to the Provost of the College.

**Educational Endeavor** - Completing educational projects relevant to the violation.

**Fines** - Graduate Honor Council may assess fines (up to \$100) which are appropriate for the violation.

**Non-Academic Probation** - A period of time, as determined by Graduate Honor Council, during which another Honor Code violation will be subject to further penalty. When a student is placed on non-academic probation, if the student comes before Graduate Honor Council again during the probationary period, any previous violations will be taken into account when assessing a sanction.

**Removal from the College** - Removal from the College, with loss of visitation privileges for on-campus and College sponsored events, at which time, no refund of fees will be given and full payment of tuition is required to be paid for the current semester. A student may be considered for readmission if outlined at the time of removal. The Provost of the College may consider readmission.

**Suspension** - The immediate or deferred exclusion from classes and other privileges (as set forth in the notice of suspension) for a period of time (one semester/session minimum) at the end of which the student may be considered for re-admission by the Provost of the College. No refund of fees will be given and full tuition is required to be paid for the current semester.

**Warning** - A written statement to the individual that the individual has violated a college regulation or policy and that repetition of the same offense or any other violation may be cause for more severe disciplinary action. All previous violations will be taken into account when assessing a sanction if a student comes before Graduate Honor Council again during the probationary period.

**Appeals.** A formal, typed appeal must be presented to the Provost of the College, within 72 hours after the notification of the sanction has been delivered to the student. Appeals will not be accepted in cases where the student has not attended his or her Graduate Honor Council hearing. The student must state the reasons for the appeal and present evidence to support the claim, the verdict (responsible or not responsible), the sanction, or both. The Provost reserves the authority to uphold or amend the sanction or to have Graduate Honor Council and rehear cases when deemed appropriate. In the case of student appeals, the action taken will be administered but can be reversed after the appeal has been heard. Appeal decisions are final.

**Grounds for Appeal.** The following are the only grounds for appeal regarding Graduate Honor Council cases:

- Evidence was not available at the time of the Graduate Honor Council decision but is now available and is directly related to the case.
- The Graduate Honor Council did not follow proper procedure.
- The sanction is extreme in relation to the violation.

**Confidentiality.** The Graduate Honor Council will maintain confidentiality related to cases and all surrounding circumstances. Hearings are open to relevant parties only as designated by the Provost of the College. All college judicial cases are confidential. Cases, students involved, outcomes, or any related circumstances will not be discussed. Exceptions include relevant persons associated with the case on a need to know basis as defined by the designated College official. Accusers may inquire as to whether or not cases have been processed by Graduate Honor Council, however verdicts remain confidential.

**Records.** Copies of the official correspondence related to all cases will be placed in the student's permanent file by the Registrar. Student files are kept confidential and released only with an official request (see the FERPA section for more information regarding privacy rights).

**Policy on Satisfactory Academic Progress.** Satisfactory Academic Progress (SAP) is measured at the conclusion of each semester to determine whether candidates are eligible to receive aid for the next group of classes.

1. Any candidate who receives more than one "C" or one "F" will be placed on academic probation and classified as making unsatisfactory academic progress.
2. Unsatisfactory academic progress may adversely affect financial aid.

**Graduation Requirements.** The candidate must complete the ten courses required for the M.Ed. with a minimum 3.00 cumulative grade point average on all work attempted. All ten courses must be taken at Wesleyan College.

**Withdrawal.** Candidates in the M.Ed. program should recognize that, in a cohort-format program, withdrawal from a course is equivalent to withdrawal from a cohort. Candidates are strongly encouraged to consult with their advisor when making a decision on withdrawal. A student may withdraw from a course only in the case of serious illness or emergency with the approval of the Graduate Council and the Provost of the College no later than one week past the mid-term point of the current term. Exceptions regarding the withdrawal deadline are made only in cases of illness and emergency when a "W" may be granted past this date at the discretion of the Provost of the College. Withdrawal from a class must be accomplished through the Registrar's Office, Tate 120.

**Academic Renewal.** Academic Renewal is designed for graduate students who have withdrawn or who have been academically excluded from the College. A student is eligible for academic renewal upon a three-year absence from the College and after submitting an application for readmission to Wesleyan. Once accepted for readmission into the College, previous graduate courses attempted at Wesleyan with a "C" or better grade will be counted for credit, while all "F" grades will be forgiven. In order for the academic renewal policy to apply, the following criteria and considerations must be met: (1) Graduate courses with "F" grades must be repeated at Wesleyan College if they are required in the student's degree program. (2) The transcript of a student will include ALL graduate courses taken at Wesleyan. (3) A graduate student who is readmitted must complete the curriculum that is in place at the time of readmission. (4) A graduate student is eligible to apply for Academic Renewal only once. Note that courses taken under previous Wesleyan Master of Arts in Early Childhood Education and Master of Arts in Middle Grades Math and Science Education programs do not transfer to the current M.Ed. program.

**The Statement of Policy.** Wesleyan College admits students of any race, color, national and ethnic origin to all the rights, privileges, programs and activities generally accorded or made available to students at the college. Wesleyan does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school-administered programs. No handicapped person is, on the basis of the handicap, excluded from participation in, denied benefits of, or otherwise subjected to discrimination under any program, employment, or activity at Wesleyan College.

Wesleyan College complies with the Family Educational Rights and Privacy Act of 1974, as Amended (FERPA). The Registrar should be consulted for details and procedures.

### **Course Descriptions**

#### **EDU 521: The Art of Inquiry.**

Hybrid course. Half of class work is face-to-face. Half is online.

Vital elements expected of and required within graduate level research will be explored, explained, and practiced. Utilizing search engines, APA style formatting, in-text citations, academic writing style, and various other elements pertaining to research will be incorporated into this class. Establishing the question and a timeline for implementation for the final thesis paper will be a vital outcome of this course.

(Learning Outcomes 2, 4, 6 & 7-10).

**Prerequisite:** Admission to M.Ed. program.

**Co-requisites:** EDU 532, EDU 533.

**Credit:** 3 hours.

**EDU 522: The Art of Inquiry: Action Research.**

Hybrid course. Half of class work is face-to-face. Half is online.

Putting the plan established in EDU 521 into practice in a realistic action research oriented method within personal classrooms will be the focus of this research supportive course. Collecting and maintaining data collections and meeting for individual checkups regarding progress will be essential components of this course.

(Learning Outcomes 2, 4, 6 & 7-10).

**Prerequisite:** EDU 521, EDU 532, & EDU 533.

**Co-requisites:** EDU 535, EDU 536.

**Credit:** 1 hour.

**EDU 523: The Art of Inquiry: Analyzing Data.**

Hybrid course. Half of class work is face-to-face. Half is online.

Summarizing and analyzing the data collected in EDU 522 will be the focus of this research supportive course. Candidates will also be taking MAT 513 to assist them during this period in the statistical analysis aspects required to correctly interpret and report on the results yielded by their data. Producing the data analysis section of the final thesis paper will be the focus of this course.

(Learning Outcomes 2, 4, 6 & 7-10).

**Prerequisite:** EDU 521, 532, 533, 522, 535, & 536.

**Co-requisites:** EDU 530, MAT 513.

**Credit:** 1 hour.

**EDU 524: The Art of Inquiry: Publishing and Presenting.**

Hybrid course. Half of class work is face-to-face. Half is online.

Demonstrating expertise in reading, analyzing, critiquing, and synthesizing research the candidate will work to pull together the full year experiences from EDU 521, 522 & 523 to produce a graduate thesis paper suitable for a peer-reviewed publication. The paper will be presented to the candidate's peers and venues for possible publication, and presentation of the content to larger audiences will be explored.

(Learning Outcomes 2, 4, 6 & 7-10).

**Prerequisite:** EDU 521, 532, 533, 522, 535 & 536, 523, 530, & MAT 513.

**Co-requisites:** EDU 544.

**Credit:** 4 hours.

**EDU 530: Stories Make the World.**

Hybrid course. Half of class work is face-to-face. Half is online.

Theories of social studies pedagogical content knowledge (history, geography, social education, democracy, cultural studies) are explored with the intent of synthesizing personal pedagogical styles with proven constructivist practices. Various PK-5 social studies content themes are examined. Special attention is given to the role of story telling in elementary social studies instruction.

(Learning Outcomes 1-10).

**Prerequisite:** EDU 521, 532, 533, 522, 535, & 536.

**Co-requisites:** MAT 513, EDU 523.

**Credit:** 4 hours.

**EDU 532: Creative Expressions in the Early Childhood Classroom.**

Instruction is grounded in the Discipline-Based Arts Education model. Students learn to use the various creative expressions such as Art, Theatre, Dance, Music, etc. to enhance teaching and learning in the other disciplines. Skills and theory based. (Learning Outcomes 1, 3, 4, 6, 7, 10 & 11).

**Prerequisite:** Admission to M.Ed. program.

**Co-requisites:** EDU 521 & EDU 533

**Credit:** 4 hours.

**EDU 533: Developing the Early Childhood Learning Community.**

Introducing the 5 foundational beliefs; the classroom as a community of inquiry, the power of play and creativity, the importance of interacting with the natural world, building literacy through oral language skills, and the benefits of integrating content across the curriculum will be focus of this class. Candidates will actively Explore ways to break the mundane patterns to create unique and engaging learning communities. (Learning Outcomes 1-10).

**Prerequisite:** Admission to M.Ed. program.

**Co-requisites:** EDU 521 & EDU 532.

**Credit:** 5 hours.

**EDU 535: Advanced Pedagogy and Methods in STEM Content.**

Hybrid course. Half of class work is face-to-face. Half is online.

This course conducts an in-depth study of various theories and models of teaching STEM-based content (Science, Technology, Engineering, and Math) in the early childhood setting. Early childhood teachers draw from their broad understanding of these connections and ideas as they plan and implement integrative activities. Modules to support STEM initiatives will be explored and created.

(Learning Outcomes 1-11).

**Prerequisites:** EDU 521, 532, & 533.

**Co-requisite:** EDU 522 & EDU 536.

**Credit:** 4 hours.

**EDU 536: Advanced Reading and Writing Workshop Methods.**

This course is designed to enhance the advanced candidate's reading and writing content and pedagogical strategies in the early childhood classroom specifically pertaining to the Workshop method of instruction (P-5). Candidates will participate in in-house versions of both methods and establish plans for implementing these techniques and procedures within their own classrooms for the coming school year.

(Learning Outcomes 1-11).

**Pre-requisite:** EDU 521, 532, & 533.

**Co-requisite:** EDU 522 & 535.

**Credit:** 4 hours.

**EDU 544: Exploring Educational Venues.**

The cohort will participate in three educational venues specifically chosen to support and advance the skills, dispositions, and theoretical applications of the courses taken throughout the program. The cohort will travel to participate in a two-day Educational Conference at the Ron Clark Academy in Atlanta, Georgia. The cohort will plan, teach, and assess integrated art, environmental science, and literacy lessons with onsite summer camp attendees during the last summer of the program. Finally each cohort will work together to plan and design an thematic and unique learning opportunity to support an area of interest or study that has emerged from the concerted research efforts throughout the program. This final trip will take place during the final summer of the program. (Learning Outcomes 1, 2, 3, 4, 6, 7, 9, 10 & 11).

**Prerequisites:** EDU 521, 532, 533, 522, 535 & 536, 523, 530, & MAT 513.

**Co-requisite:** EDU 524.

**Credit:** 2 hours.

**MAT 513: Probability, Statistics, and Data Analysis.**

This course is designed for middle grades and early childhood teachers. Emphasis is placed on the practical implications of content, structure, processes, and technology related to data collection, probability, and statistics, and associated critical thinking skills. Each candidate will be expected to utilize knowledge of various research designs in educational and social science research to develop and implement her or his own educational research project incorporating the basic concepts of probability, statistics, data collection, and analysis. All candidates will learn and master the material and tasks represented in the EDU 521, 522, 533 sequence of Inquiry based research classes. (Learning Outcomes 3, 5, 7, 8, 10 & 11).

**Prerequisites:** EDU 521, 532, 533, 522, 535, & 536.

**Co-requisite:** EDU 523 & 530.

**Credit:** 3 hours.

**Accreditation.** Wesleyan College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the baccalaureate degree, the Master of Business Administration, and the Master of Education in early childhood education.

**Master of Education Graduate Faculty (2016-2017)**

**Patrick Pritchard**, Alumnae Chair of Education, Professor of Education. B.A., B.S., Eastern Mennonite College; M.Ed., Ph.D., Clemson University.

**Wendy Hamm**, Assistant Professor of Education, Eds, Georgia college and State University

**Virginia Wilcox**, Associate Professor of Education. B.A., Wesleyan College; M.Ed., Ph.D., Auburn University.

**Master of Education Adjunct Faculty (2016-2017)**

**Kristen Applebee**, Adjunct Instructor of Education. B.F.A., Brigham Young University; M.F.A., Ohio State University.

**Barbara Rowan**, Adjunct Professor of Psychology. B.A., Hampton University; M.A., Ph.D., University of Michigan.

# **Master of Business Administration (MBA)**

The Executive Master of Business Administration program provides a curriculum that will allow its graduates to perform effectively as top-level executives. The instructional activities coupled with the educational experiences found in the program provide students with skills that can be utilized in a wide variety of management positions and settings.

Through course work and experiences in this program, the student will be able to:

1. enhance his or her skills in analyzing the global business industry's threats and opportunities;
2. assess the durability of competition found in all industries;
3. develop forecasting patterns as they relate to change within the markets found in all business concentrations;
4. develop a business approach and understand the significance of the planning process as it relates to business changes;
5. gain experience in applying the planning process framework to a variety of strategic settings found in the business environment; develop the knowledge and skills necessary to implement business decisions at all levels of management; and
6. experience the making of presentations of analyses of complex management problems and implement feasible strategies.

The Executive Master of Business Administration (EMBA) Program consists of twelve EMBA graduate-level courses taken over a nineteen-month schedule; one course will include an international component. The degree earned from the EMBA program is the Master of Business Administration (MBA).

Students will enter the program as a cohort to complete the twelve required courses (36 semester hours). Students must have a minimum of five years management experience or five years in a private professional practice or five years experience as a business entrepreneur before entering the EMBA Program. Any student's graduate courses in business taken at another institution will not transfer into the EMBA Program at Wesleyan.

Applications will be accepted anytime during the year for the next scheduled class.

## **Admission requirements**

1. A completed application must be submitted to Graduate Admissions, Office of the Director of the Graduate Business Program, Wesleyan College, and 4760 Forsyth Road, Macon, GA 31210-4462.
2. Each applicant must provide documentation of business ownership or employment in a management position for at least five years. Documentation must be provided by letter, on company letterhead, from the applicant's employer stating the applicant's position(s) within the company and length of employment. If the applicant has held employment in different companies, each company must document the position(s) held and the length of employment; the management experience entries must total at least five years. If the applicant is self-employed, three letters of support from individuals who know of the applicant's self-employment must be submitted. These letters must include the kind of business that the applicant owns and the length of time that the writers have known the applicant to be in business. Applicants may substitute some work experience with adequate performance on a nationally-normed graduate admission exam-GMAT, GRE, LSAT, MCAT, or other approved exam, as per the guidelines set by the Graduate Program Council. The Graduate Program Council must approve all candidates with insufficient professional experience. Such candidates should contact the director of the EMBA program or his/her representative to obtain EMBA admissions guidelines.
3. The applicant must have a bachelor's degree from a regionally-accredited United States college or university. Degrees awarded by a foreign college or university will be considered on a case-by-case basis. The applicant must have completed degree requirements and submitted an official transcript from the institution from which a bachelor's degree was earned before attending the orientation or any EMBA classes.
4. The applicant whose native language is not English must submit a Test of English as a Foreign Language (TOEFL) score report. The minimum score acceptable is 550. Wesleyan College will also accept International English Language Testing System (IELTS) scores, sponsored by the British Council, IDP: IELTS Australia and the University of Cambridge ESOL Examinations. Students must score at least 6.0 on the IELTS, with no subscore lower than 5.0.

5. The applicant must submit the EMBA Recommendation Form which is available in the office of the director of the graduate business program.
6. An interview with each applicant will be conducted by the director or the director's representative as early in the application process as possible. Informing the applicant regarding his or her admission will be the responsibility of the director of the graduate business program.

**Course Load.** The student will enter the program with a cohort. A student starting with a cohort is expected to graduate with that same group. If for any valid reason (determined by the Graduate Council and the Provost of the College) a student temporarily leaves the group, the student, upon reinstatement, will be placed in a new cohort. Students who enroll in at least 6 credit hours during the program's specified period of enrollment will be considered full-time. Students who enroll in less than 6 credit hours during the program's specified period of enrollment will be considered part-time. Refer to the cohort calendar for periods of enrollment.

**Withdrawal.** Students in the Executive MBA Program should recognize that in a cohort-format program, withdrawal from a course is equivalent to withdrawal from a cohort. A student may withdraw from a course only in case of illness and emergency with the approval of the Graduate Council and the Provost of the College.

**Advising.** The director of the graduate business program will serve as the advisor for all EMBA students.

**Grades.** The following grades will be used in the EMBA program:

A = Superior (4 quality points)  
B = Outstanding (3 quality points)  
C = Passing (2 quality points)  
F = Failing (0 quality points)  
W = Withdrawal from a class (not computed in the grade point average)  
I = Incomplete (not computed in the grade point average)

The grade of I is given only when a student has been absent from the final work in a course due to illness or other causes acceptable to the instructor and to the Provost of the College. Permission from the instructor and from the Provost of the College must be requested and given before an I may be recorded, following the same procedures as for undergraduate students. Instructors must remove I grades within six weeks from the last day of class for that course.

**Complaints of an Academic Nature.** Complaints of an academic nature, including grade appeals, will follow the same procedures as those outlined for undergraduate students, with the exception that appeals for a change in the final course grade must be initiated no later than five days after the final course grade is posted on the Wesleyan Portal (See "Grade Appeals" and "Complaints of an Academic Nature" in the *College Catalogue*).

### **Repeating Courses, Academic Suspension, and Academic Dismissal**

1. A student may have a grade of "C" in no more than two courses in this program. Any student who receives more than two "C" grades or one "F" grade will be reviewed for continuance in the program and may be suspended or dismissed from the program.
2. A student who repeats the same course (in which a grade of "C" or "F" was earned) and cannot achieve a cumulative grade point average of 3.00 after the repeat of the course will be academically dismissed from the program.
3. Students may not receive credit for graduate courses through course challenge or credit for prior learning

**Academic Renewal.** Academic Renewal is designed for graduate students who have withdrawn or who have been academically excluded from the College. A student is eligible for academic renewal upon a three-year absence from the College and after submitting an application for readmission to Wesleyan. Once accepted for readmission into the College, previous graduate courses attempted at Wesleyan with a "C" or better grade will be counted for credit, while all "F" grades will be forgiven. In order for the academic renewal policy to apply, the following criteria and considerations must be met: (1) Graduate courses with "F" grades must be repeated at Wesleyan College if they are required in the student's degree program. (2) The transcript of a student will include ALL graduate courses taken at Wesleyan. (3) A graduate student who

is readmitted must complete the curriculum that is in place at the time of readmission. (4) A graduate student is eligible to apply for Academic Renewal only once.

**Graduation Requirements.** The student must complete the twelve courses required for this program and have a minimum 3.00 cumulative grade point average on all work attempted. All twelve courses must be taken at Wesleyan College.

**Honor Code.** All students are expected to uphold the Honor Code of Wesleyan College.

**The Graduate Honor Council.** The Graduate Honor Council is convened on an as-needed basis by the Graduate Judicial Officer (GJO). The Graduate Judicial Officer is a full-time faculty member on the Graduate Program Council. She/he is elected by the Graduate Program Council for a period of two years. The GHC is comprised of

1. The GJO
2. One full-time faculty member who teaches in one of the graduate programs.
3. One full-time faculty member who does not teach in one of the graduate programs.
4. One EMBA student who has completed at least 15 semester hours of coursework.
5. One MA student who has completed at least 15 semester hours of coursework.

### **Procedures for Action**

1. Students are highly encouraged to self report. The Graduate Honor Council considers self-report as an act of integrity.
2. A hearing will enable both the accuser and accused to provide accounts of the incident. If the accused does not attend the hearing, it will be held in his/her absence, and the student will forfeit the right to appeal.
3. The Graduate Honor Council will deliberate; decide on a verdict and sanction.
4. Students will be notified in writing of the hearing outcome.
5. Appeals can be made to the Provost of the College, at which time they can be upheld, amended or returned to Graduate Honor Council to be heard. All appeal decisions are considered final.

### **Reporting a Violation**

1. Any member of the faculty, administration, staff, or student community should, when possible, confront a student for an honor offense at the time of the offense. If unable to confront the student at the time of the offense, the violation should be reported to the appropriate college faculty or staff members who will then notify the accused of the alleged charge.
2. The accused has 24 hours from that time to report the incident to the GJO.
3. The accuser will report the charges to the GJO or the Provost of the College.
4. The GJO will notify the accused in writing of the charges, the procedures, and the date and time of the hearing at least 48 hours before the scheduled hearing. In emergency situations, 48 hours may not be provided.
5. The GJO or the Provost of the College can discuss cases of academic dishonesty with the professor prior to a Graduate Honor Council hearing.
6. Cases will be heard as soon as possible after the accused has been officially notified of the charges, with the exception of extenuating circumstances.
7. If charges are brought during the week of final exams, the Graduate Honor Council will make every effort to hear the case before the end of the semester. If this is not possible, the case will be held over until the next semester.

## **Accused Student Information**

A student who has been accused of a Graduate Honor Council violation:

- Will have the case heard without undue delay.
- Will receive written notice of the charges, procedures, and date and time of the scheduled hearing no less than 48 hours before the scheduled hearing with the exception of extenuating circumstances.
- May testify or remain silent.
- May question the accuser and/or any witnesses appearing against the student.
- Can present witnesses and/or evidence on own behalf.
- May be present at the accuser's case presentation.
- May appeal to the Provost of the College only if she/he attended the initial hearing and has ground for the appeal as described below.

## **Hearing Procedures**

1. The accused will be called into the Graduate Honor Council room at which time the Graduate Judicial Officer will explain the hearing procedure and state the student's name and the charges being brought against her or him. The accused will be informed that the proceedings will be tape recorded to insure accuracy and for appeal purposes.
2. The accused will be reminded that he/she is bound by the Honor Code and is required to tell the truth and given the opportunity to present his/her case.
3. The accuser will be asked to present her or his account of the incident and to present any witnesses about any matter logically relevant to the charge against the student. The accused has the right to be present during this testimony and can question the accuser or any witnesses without being questioned.
4. After the accuser presents all testimony, the accused has the right to present a defense and to offer testimony and that of any witnesses (maximum of 3).
5. The GJO may limit unproductively long, repetitive, or irrelevant questioning.
6. After the case has been presented, the Council will hold confidential deliberations. A decision will be rendered and the accused will be notified in writing within twenty-four (24) hours of the conclusion of the hearing, typically via fax or email according to the preference of the accused. Students are responsible for checking their mailbox for hearing notifications and completion of sanctions (when applicable).

**Note:** Students are required to represent themselves. Legal or parental representation is not permissible in Honor Council proceedings or appeal hearings.

## **Possible Sanctions**

Any sanction imposed by the Graduate Honor Council is independent of academic sanctions levied by the course instructor. The following are possible sanctions available to the Graduate Honor Council; others may be used if deemed appropriate by the board.

**Campus/Community Service** - Performing relevant services for the college or off-campus agencies.

**Demerits** - A notation that becomes a part of the student's permanent college record. The accumulation of 10 will be grounds for a recommendation for suspension or removal to the Provost of the College.

**Educational Endeavor** - Completing educational projects relevant to the violation.

**Fines** - Graduate Honor Council may assess fines (up to \$100) which are appropriate for the violation.

**Non-Academic Probation** - A period of time, as determined by Graduate Honor Council, during which another Honor Code violation will be subject to further penalty. When a student is placed on non-academic probation, if the student comes before Graduate Honor Council again during the probationary period, any previous violations will be taken into account when assessing a sanction.

**Removal from the College** - Removal from the College, with loss of visitation privileges for on-campus and College sponsored events, at which time, no refund of fees will be given and full payment of tuition is required to be paid for the current semester. A student may be considered for readmission if outlined at the time of removal. The Provost of the College may consider readmission.

**Suspension** - The immediate or deferred exclusion from classes and other privileges (as set forth in the notice of suspension) for a period of time (one semester/session minimum) at the end of which the student may be considered for re-admission by the Provost of the College. No refund of fees will be given and full tuition is required to be paid for the current semester.

**Warning** - A written statement to the individual that the individual has violated a college regulation or policy and that repetition of the same offense or any other violation may be cause for more severe disciplinary action. All previous violations will be taken into account when assessing a sanction if a student comes before Graduate Honor Council again during the probationary period.

## **Appeals**

A formal, typed appeal must be presented to the Provost of the College, within 72 hours after the notification of the sanction has been delivered to the student. Appeals will not be accepted in cases where the student has not attended his or her Graduate Honor Council hearing. The student must state the reasons for the appeal and present evidence to support the claim, the verdict (responsible or not responsible), the sanction, or both. The Provost reserves the authority to uphold or amend the sanction or to have Graduate Honor Council and rehear cases when deemed appropriate. In the case of student appeals, the action taken will be administered but can be reversed after the appeal has been heard. Appeal decisions are final.

## **Grounds for Appeal**

The following are the only grounds for appeal regarding Graduate Honor Council cases

- Evidence was not available at the time of the Graduate Honor Council decision but is now available and is directly related to the case.
- The Graduate Honor Council did not follow proper procedure.
- The sanction is extreme in relation to the violation.

## **Confidentiality**

The Graduate Honor Council will maintain confidentiality related to cases and all surrounding circumstances. Hearings are open to relevant parties only as designated by the Provost of the College. All college judicial cases are confidential. Cases, students involved, outcomes, or any related circumstances will not be discussed. Exceptions include relevant persons associated with the case on a need to know basis as defined by the designated College official. Accusers may inquire as to whether or not cases have been processed by Graduate Honor Council, however verdicts remain confidential.

## **Records**

Copies of the official correspondence related to all cases will be placed in the student's permanent file by the Registrar. Student files are kept confidential and released only with an official request (see the FERPA section for more information regarding privacy rights).

**Tuition and Fees.** Tuition and fees may change each year.

Application Fee \$60

Acceptance Fee (Tuition Deposit)\* \$200

Tuition \$39,500

Graduation Fee \$150

\*\$200 will be credited toward tuition

Tuition for the EMBA is a total amount for the entire program and is not computed by cost per semester hour. The tuition may be made in two payments. The first payment is due the day before orientation; the second payment due date will be announced at the orientation session of each cohort. No adjustment of charges will be made after the day preceding the first day of classes. The EMBA program does not provide tuition reimbursement.

**Financial Aid.** Students enrolled in the Executive Master of Business Administration program at Wesleyan College may complete the financial aid applications listed below or contact the Financial Aid Office for financial assistance. Funds may be available through federal programs for these students. It is important that students apply as early as possible so that the necessary forms may be processed and the financial need of each applicant may be determined. Students are encouraged to apply online.

To apply for financial aid an applicant must:

1. Apply for admission to Wesleyan College.
2. Submit the Free Application for Federal Student Aid (FAFSA). This form is available online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). The FAFSA should be submitted to the Department of Education by March 1. The resulting Student Aid Report (SAR) must be received by the Financial Aid Office no later than April 1 preceding the academic year for which aid is sought. Any applications received after the deadline will be given consideration only if funds are available.
3. Complete the Wesleyan College application for financial aid. This form is provided with admission application materials or can be obtained online at [www.wesleyancollege.edu](http://www.wesleyancollege.edu) or by calling the Office of Financial Aid at Wesleyan, and must be submitted to the Office prior to April 1.

**Policy on Satisfactory Academic Progress.** Satisfactory Academic Progress (SAP) is measured at the conclusion of each ten-week session to determine whether students are eligible to receive aid for the next set of classes.

1. Any student who receives more than two "C" grades or one "F" grade will be placed on academic probation and classified as making unsatisfactory academic progress.

2. Unsatisfactory academic progress may adversely affect financial aid.

**Master of Business Administration Curriculum.** The required courses for the Master of Business Administration degree are as follows:

EBA 600 Executive Management Accounting

EBA 602 Organizational Behavior in Management

EBA 604 Strategic Marketing

EBA 606 Managerial Economics

EBA 608 Managerial Corporate Finance

EBA 610 Quantitative Methods

EBA 612 Management Information Systems

EBA 614 Ethics and Legal Aspects of Business

EBA 616 Global Business Management

EBA 618 Gender in Business Management

EBA 690 Studies Abroad

### **EMBA Course Descriptions (EBA)**

#### **EBA 600: Executive Management Accounting (3 Hours).**

The course covers generally accepted accounting principles and the content of financial statements. The interpretation and use of accounting information in the many contexts of management decision making are examined. Included are financial planning, performance evaluations, decision making, activity based cost management, relevant costing, business operations, and information systems.

#### **EBA 602: Organizational Behavior in Management (3 Hours).**

The course examines the various aspects of organizational behavior, allowing the student to gain valuable insights for increasing decision-making options. Methods of objective achievement are explored through an evaluation of students' individual management styles. The course emphasizes relationships, factors influencing behavior in organizations, and the various means used by efficient managers to develop control and leadership within their organizations.

#### **EBA 604: Strategic Marketing (3 Hours).**

The course will cover issues related to product, distribution, pricing, promotion issues and market planning processes, including development of a marketing plan and interaction among policy makers in the organization. The marketing strategies of different companies will be studied. Cases will be used extensively in the analysis of business marketing decision making.

#### **EBA 606: Managerial Economics (3 Hours).**

The student will learn how consumers choose among various goods and services, and how firms allocate scarce resources among alternative uses. Focus will be on the competitive nature of firms in markets whose scope ranges from domestic to international. Students will analyze the production levels to meet demand for that product. Production cost analysis will be examined as it relates to market price and levels of output.

#### **EBA 608: Managerial Corporate Finance (3 Hours).**

The student will develop the ability to analyze operational and strategic financial decision-making within the corporate structure, including financing and investment strategies as they relate to stockholder value. The course will include the study of cash flow analysis and economic value added derived from financial statements.

#### **EBA 610: Quantitative Methods (3 Hours).**

This course covers the quantitative methods and decision theory for business policy analysis. The student will learn specific tools for solving operations problems and how to interact with others involved in operational decision making. Computer spreadsheets and financial software will be used to enhance the student's ability to identify and to solve problems.

#### **EBA 612: Management Information Systems (3 Hours).**

The student will be exposed to common operational and strategy problems in corporations. The use of information systems and technology in major corporations will be examined through the use of case studies. Special attention will be given to the question of how information technology may be used to provide a competitive advantage for a company.

#### **EBA 614: Ethics and Legal Aspects in Business (3 Hours).**

The course will introduce the student to the legal and ethical aspects of business management within a for-profit organization. The student will be introduced to the rigorous processes found in the legislative and legal systems, including civil dispute resolution through the judicial system. The study will conclude with the basics of the legal and ethical areas that are essential as tools for the executive in today's management positions.

#### **EBA 616: Global Business Management (3 Hours).**

The student will investigate the economic, social and political organizations that have an influence on managing international businesses and/or investments. The student will investigate the strategies that will influence the customer needs, wants, motivations, and behavior within the global competitive environments. The course will cover customer-driven strategies, quality of management, time-based competition, and global logistics as they relate to global management.

#### **EBA 618: Gender in Business Management (3 Hours).**

Students will examine the part that gender plays in business generally and in management specifically. The course will focus on the part both men and women play in operational management decision making within small, medium, and large

corporations. Students will research and discuss gender as a factor in business today and what the future will hold for gender in executive management and corporate decision making.

**EBA 690: Studies Abroad Course (3 Hours).**

The student will investigate global industries by studying the business, social, political, economic, organizational, and cultural factors associated with international business and investment. A specific world economic region will be chosen for a ten day to two week study abroad, during which the student will visit various businesses to observe management practices. The course work review before the trip will include the global manager, international trade, international finance, international operations, and marketing.

A student who is unable to participate in the overseas residency of the study abroad course must request in writing the option of completing a research project relevant to the study abroad locale. The student should submit this request with appropriate documentation to the office of the director of graduate business program who will take the request to the Graduate Program Council and Provost of the College for approval. The scope (depth and breadth) of this project will be consistent with the work required in any other three-credit-hour course in the EMBA curriculum. A student must request this option no later than four months prior to the beginning date of the study abroad course.

**EBA 699: (Capstone) Executive Management (3 Hours).**

In this capstone course the student will have the opportunity to integrate the knowledge from all the previous courses. Emphasis will be placed on the conceptual understanding and on the skills required of the executive in the domestic market and in the international market to make effective decisions. The course examines the techniques used in business analysis that have been learned to formulate the global process of strategic business decisions and the execution of specific strategic business plans. Student teams will compete in a computer simulation that incorporates detailed functional area skills and general market knowledge.

**Accreditation.** Wesleyan College is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award the baccalaureate degree, the Master of Business Administration, and the Master of Education in early childhood education.

**Master of Business Administration Graduate Faculty (2015-2016)**

**Kel-Ann S. Eyler**, Associate Professor of Accounting. B.S., University of Virginia; M.P.A., Ph.D., Georgia State University.

**Valerie Line Goss**, Assistant Professor of Economics. B.S., Southern University; M.S., Ph.D., University of New Orleans.

**Glenna Dod Meyer**, D. Abbott Turner Professor of Free Enterprise. B.S., M.A., Eastern Kentucky University; Ed.D., University of Southern Mississippi.

**Philip Davis Taylor**, Professor of Economics and Director of the Graduate Program in Business. B.A., M.B.A., University of North Carolina, Chapel Hill; M.A., Ph.D., Virginia Polytechnic Institute and State University.

**Ying Zhen**, Assistant Professor of Business. B.A. Communication University of China 2007; M.A. Clark University 2009; Ph.D. Clark University 2012.

**Master of Business Administration Adjunct Faculty (2015-2016)**

**Gaynor G. Cheokas**, Adjunct Instructor of Business. B.S., Columbus State University; M.S.A., Georgia Southwestern State University; Ph.D., Georgia State University.

**Rhonda Roell-Taylor**, Adjunct Instructor of Business. B.B.A., Mercer University; J.D., Mississippi College School of Law.

**Barbara Rowan**, Adjunct Instructor of Business. B.A., Malone College; M.S., Georgia College & State University; Ph.D., James Madison University.

# Directory

## Board of Trustees, 2016-2017

### OFFICERS OF THE BOARD

Susan P. Kimmey, Chair

Andrew H. Nations, Chair-elect

Kay B. West, Vice Chair 1

Robert F. Hatcher, Jr., Vice Chair 2

Amy V. Rauls, Vice Chair 3

Hannah L. Allen, Secretary

Ruth Austin Knox, President of the College

T. Alfred Sams, Jr., Past Chair

### TRUSTEES (\* denotes alumnae trustees )

Hannah L. Allen '80 (2019), Macon, GA

Julia G. Baldwin (2017), Macon, GA

Alexis Xides Bighley '67 (2017), Maplewood, MN

Priscilla G. Bornmann '68 (2017)\*, Alexandria, VA

Candy C. Burgess (2020), Macon, GA

Jane Johnson Butler '65 (2017), Macon, GA

J. Cannon Carr, Jr. (2017), Atlanta, GA

Bishop Kenneth H. Carter, Jr., ex officio, Lakeland, FL

Elizabeth Turner Corn '47 (2018), Columbus, GA

Robert J. Edenfield (2017), Macon, GA

Glennda Kingry Elliott '65 (2019), Macon, GA

Chiebonam "Chi" Ezeqwueche (2020), Macon, GA

Gayle Attaway Findlay '55 (2017), New Canaan, CT

Gena Roberts Franklin '71 (2019), Macon, GA

Judy Woodward Gregory '63 (2018), Quincy, FL

Robert F. Hatcher, Jr. (2019), Macon, GA

J. Calvin Hays, Jr. (2017), Macon, GA

Susan Pyeatt Kimmey '71 (2020), Atlanta, GA

Bishop James R. King, ex officio, Macon, GA

Ruth Austin Knox '75, ex officio, Macon, GA

Margaret T. MacCary (2020), New York, NY

Brenda W. McGinn (2017), Smyrna, GA

Beverly Ford Mitchell '68 (2018)\*, Woodstock, GA

Betty N. Mori '58 (2017), Atlanta, GA

Debbie S. Moses '89 (20120, Atlanta, GA

Andrew H. Nations (2019), Macon, GA

Elizabeth C. Ogie (2017), Columbus, GA

Lynda Brinks Pfeiffer '63 (2018), Cataldo, ID

Elizabeth H. Pickett (2018), Atlanta, GA

Amy V. Rauls (2018), Macon, GA

Bryndis W. Roberts '78 (2017), Atlanta, GA

Thomas Alfred Sams, Jr. (2020), Macon, GA

J. Daniel Speight (2019), Macon, GA

Susan W. Walker '70 (2017), Franklin, TN

Geovette E. Washington '89 (2020), Pittsburgh, PA

Bishop B. Michael Watson, ex officio, Atlanta, GA

Kay B. West (2020), Byromville, GA

Jennifer Stiles Williams '93, ex officio, Orlando, FL

#### **TRUSTEES EMERITI**

William H. Anderson II, Macon, GA

Thomas L. Bass, Macon, GA

Cathy Cox, Young Harris, GA

Andrew H. Heyward, III, Atlanta, GA

Gene A. Hoots, Charlotte, NC

Bishop L. Bevel Jones III, Decatur, GA

Robert E. Knox, Jr., Thomson, GA

William M. Matthews, Macon, GA

Dennie L. McCrary, Sea Island, GA

Samuel A. Nunn, Jr., Atlanta, GA

William W. Oliver, Jr., Macon, GA

Marvin R. Schuster, Columbus, GA

**Officers of the College**

Ruth A. Knox, President of the College

Vivia L. Fowler, Provost/Vice President for Academic Affairs

Dawn Nash, Vice President for Administration

Patricia M. Gibbs, Vice President for Student Affairs, Dean of Students

Andrea Williford - Vice President for Institutional Advancement

Danielle Lodge, Executive Director for Enrollment Services

Matthew R. Martin, Dean of the Faculty

**Honorary Degrees Conferred by Wesleyan College**

Mary Harris Armor Doctor of Laws (1918)

Mei-ling Soong Chiang '16 (Madame Chiang Kai-Shek) Doctor of Laws (1943)

Chung-ling Soong Sun '13 (Madame Sun Yat-Sen) Doctor of Laws (1943)

E-ling Soong Kung '09 (Madame H. H. Kung) Doctor of Laws (1943)

Dorothy Hinksman Farrar Doctor of Letters (1956)

Ada Fort Doctor of Humane Letters (1958)

Albert Trulock Doctor of Divinity (1958)

Scott Appleby Doctor of Laws (1959)

Elizabeth Bradley Turner Doctor of Humanities (1961)

Doris Onderdonk Jelks Doctor of Music (1964)

James Dickey Doctor of Literature (1971)

Judge Griffin B. Bell Doctor of Laws (1980)

Bishop W. R. Cannon Doctor of Sacred Theology (1980)

Grace L. Hightower '20 Doctor of Humane Letters (1980)

Reginald R. Trice Doctor of Commercial Science (1980)

Teh-Ming Pao Doctor of Humanities (1980)

Linda Anderson Lane '19 Doctor of Fine Arts (1980)

Rt. Hon. Edward Richard George Heath Doctor of Public Administration (1980)

Fredrick Thomas Trotter Doctor of Laws (1981)

Anne Cox Chambers Doctor of Public Service (1982)

Eugenia Rawls '34 Doctor of Fine Arts (1982)

Eleanor Richardson Doctor of Public Service (1983)

Julia Munroe Woodward '34 Doctor of Humane Letters (1984)

Neva Langley Fickling '55 Doctor of Fine Arts (1984)

Boisfeuillet Jones Doctor of Public Service (1984)

Rosalynn S. Carter Doctor of Public Service (1986)

Elizabeth B. Ford Doctor of Public Service (1986)

Senator Samuel A. Nunn, Jr. Doctor of Public Service (1987)

Valeria McCullough Murphey '48 Doctor of Humane Letters (1989)

Elizabeth H. Dole Doctor of Public Service (1990)

Shinichiro Kanai Doctor of Humane Letters (1994)

Linda Harriet Lane Doctor of Fine Arts (1995)

Linda Caldwell Fuller Doctor of Public Service (1996)

Jane Goodall Doctor of Science (2000)

Her Majesty Queen Noor Doctor of Public Service (2001)

The Honorable Toni Jennings '71 Doctor of Public Service (2003)

Nancy C. Panoz Doctor of Commercial Science (2003)

Diane McWhorter Doctor of Literature (2004)

Kathryn Stripling Byer Doctor of Literature (2006)

Randolph W. Thrower Doctor of Laws (2006)

Charlene Payne Kammerer Doctor of Divinity (2007)

Frank Cater Jones Doctor of Laws (2007)

Lovick P. Corn Doctor of Public Service (2009)

Michelle Nunn Doctor of Public Service (2010)

Janice Ann Mays '73 Doctor of Laws (2011)

**Presidents of Wesleyan College:**

George F. Pierce 1836-1840

William H. Ellison 1840-1851

Edwards H. Myers 1851-1854

Osborne L. Smith 1854-1859

John M. Bonnell 1859-1871

Edward H. Myers 1871-1874

William C. Bass 1874-1894

Edgar H. Rowe 1894-1896

John D. Hammond 1896-1898

William J. Roberts 1898-1903

Dupont Guerry 1903-1909

William N. Ainsworth 1909-1912

Charles R. Jenkins 1912-1920

William F. Quillian 1920-1931

Dice R. Anderson 1931-1941

J. Arthur Moore 1941-1942

N. C. McPherson, Jr. 1942-1946

Silas Johnson 1946-1951

William F. Quillian (Acting) 1951-1952

B. Joseph Martin 1953-1959

W. Earl Strickland 1960-1979

Fred W. Hicks 1979-1983

J. Fredrick Wilson (Acting) 1983-1984

Robert K. Ackerman 1984-1997

Nora Kizer Bell 1997-2002

Ruth A. Knox '75 (Acting) 2002-2003

Ruth A. Knox '75 2003-

### **Administrative Offices**

#### **President of the College - Tate Hall, First Floor**

##### **Ruth Austin Knox '75, J.D., President**

Denise W. Holloway, A.S, Assistant to the President

Carol A. Payton, Assistant to the President

##### **I. Academic Affairs:**

#### **Provost of the College - Tate Hall, First Floor**

##### **Vivia L. Fowler, Ph.D, Provost of the College and Vice President for Academic Affairs**

Rejeana Cassady, A.A, Assistant to the Provost

#### **Registrar of the College - Tate Hall, First Floor**

##### **Angie Wright '07, B.A., M.B.A.'10, Registrar**

Freda Gaines '10, B.A., M.A. Director of Registrar Services

Candice Cagle B.S., Assistant Registrar

#### **Institutional Research - Tate Hall**

##### **Thelma Dianne Sexton '84, Ph. D., Director of Institutional Research**

**Academic Center - Learning Commons, Olive Swann Porter**

**Christy Henry, B.A., M.Ed., Assistant Dean of Academic Resources**

Latasha Andre, M.Ed., Director of Student Success

**Lane Center for Service and Leadership**

**Jill Amos '87, M.S., Director**

**Center for Creative and Performing Arts - Porter Fine Arts Building**

**Lisa Sloben '00, B.A., Director of the Center for Creative and Performing Arts**

**Willet Library - Willet Library, Second Floor**

**Kristina Peavy, M.L.I.S., Director of the Library**

Virginia Blake, M.L.I.S., Public Services Librarian/Archivist

Melissa Roberts, M.L.I.S., Cataloging/Public Services Librarian

Rhiannon Bruner, Public Services Assistant

**Academic Area Staff**

Sandra Baskin, A.A., Academic Support, Business/Economics and Humanities

Mariana Furlin, Academic Support, Music and Theatre, Education and Psychology

Raycine B. Durham, Academic Support, Fine Arts, Visual

Ashley Miller, Academic Support, History, Political Science, Mathematics

Daniel Sexton, M.S., Laboratory Coordinator, Science

Donna White, A.A., Administrative Assistant, Nursing

**II. Student Affairs, Athletics, Campus Police, Food Service:**

**Student Affairs - Olive Swann Porter**

**Patricia M. Gibbs, M.A., Vice President for Student Affairs, Dean of Students, Director of Athletics**

Theresa Abercrombie, Administrative Assistant

Mary E. Berndt, M.S.N., R.N.C.S., F.N.P., Director of Health Services

Ashley Tomlin, M.Ed., Director of Student Activities

Jamie Thames, M.S., LAPC. Director of Student Counseling Services

Emily Jarvis, M.A., Director of Residence Life

Debra Williams '12, M.A., Director of Campus Ministry

Sarah Schanck, M.Ed., Director of Career Development

Tonya Parker, M.A., Assistant Dean of Students for Diversity, Inclusion, and International Student Services

Kathy Malone, Manager, Mathews Fitness Center

Laura Murphy, Barn Manager

**Athletic Staff - Porter Gymnasium**

Patricia M. Gibbs, M.A., Vice President for Student Affairs, Dean of Students, Director of Athletics

Nicole DiMarzio, M.S., Associate Athletic Director and Head Coach, Basketball

Kelsey Greenwald, M.S., Athletic Trainer and Compliance Officer

Jessica Meagher, B. A., Head Coach, Equestrian

Paige Hightower, B.S., Head Coach, Soccer

Richard "Dickey" Hightower, B.S., Head Coach, Softball

Caroline Carlton, B.A., Head Coach, Volleyball

Sara Wilson, M.S., Sports Information Director

**Food Service (Aramark) - Porter Building, Anderson Dining Hall**

Kristie Robinson, Food Service Director

Eddie Hollingsworth, Executive Chef

Saravudh "Tom" Sarrpsud, Sous Chef

Annie Alexander, Support Staff

Saquettia Brown, Support Staff

Tavarious Clemments, Support Staff

Demetrius Coleman, Support Staff

Keil Hall, Support Staff

Ron Hill, Support Staff

Tiffany Lesane, Support Staff

Coby Stanley, Support Staff

Wayne Scott, Support Staff

Elnora Taylor, Support Staff

Jamie Wells, Support Staff

Britteny Williams, Support Staff

Preston Williams, Support Staff

**Campus Police - Olive Swann Porter Building**

Lionel Doss, Chief of Police

John Ellison, P.O.S.T. Certified, Police Officer

Bernard Smith, P.O.S.T. Certified, Police Officer

Gerald Smith, P.O.S.T Certified, Police Officer

Emory Kendrick, P.O.S.T Certified, Police Officer

**III. Enrollment Services:**

**Danielle Lodge, B.A., Executive Director for Enrollment Services**

Susan Hagemeyer, B.A., Director of Applicant Records

Mary Ann Steinbach, Visit Coordinator

Allison Callaway '15, A.B., Admission Counselor

Emma Tatum, B.A., Admission Counselor

Cara Siebert '14, B.A., Admission Counselor

Jennifer Zimmerman, M.A., Prospect Coordinator

**Nontraditional Admissions (M.Ed., Transfer and Nontraditional, Evening) - Tate & Taylor Hall**

Ashley Herman, B.A., Director of Transfer & Nontraditional Enrollment

Ranard Mattox, M.B.A., Director of Evening & Graduate Enrollment

Karen Kitchens '05, A.B., Retention and Student Advocacy Coordinator

**EMBA Admissions - Taylor Hall, First Floor**

Stacie Barrett '06, M.B.A., EMBA Program Manager

**IV. Institutional Advancement, Communications, and Alumnae Affairs:**

**Institutional Advancement - Candler Building, First Floor**

**Andrea Williford, B.A., Vice President for Institutional Advancement**

Susan Allen, B.A., Senior Director of Development

Millie Hudson '75, B.A., M.Ed., Director of Development

Whitney Davis, B.A., Director of Annual Giving

Kim Berry, B.A., M.S., Director of Foundation Relations & Donor Stewardship

Julie Jones, B.S., Director of Advancement Services

Monty Martin, Data Services Specialist

Devyn Foti '13, A.B., Executive Administrative Assistant to the Office of Institutional Advancement

### **Communications - Porter Building, Barracks**

Mary Ann Howard, B.S., Director of Communications

Brandi Vorhees, B.S., Art Director

### **Alumnae Affairs**

Cathy C. Snow '71, A.B., Director, Alumnae Affairs, Candler Building, Second Floor

Mary Kathryn Borland '04, A.B. Associate Alumnae Director, Porter Building, Barracks

## **V. Financial Services and Auxiliaries**

### **Financial Services - Tate Hall First Floor**

**Dawn Nash '07, MBA., Vice President for Administration/Chief Financial Officer**

### **Human Resources - Tate Hall, First Floor**

Meagon Davis, B.B.A., Director of Human Resources

Danise Bennett '11, A.B., '16 MBA, Assistant Director of Human Resources

### **Financial Services - Tate Hall, First Floor**

Quintress Hollis, M.Acc., M.Ed., Controller

Dotty Morgan, Accounts Payable Coordinator

Lori Pointer, Student Accounts Coordinator

TBA, Staff Accountant/Cashier

Stephen Purvis, M.A., Director of Financial Aid

Daniel Miller, B.A., Financial Aid Counselor

Zari Floyd '16, A.B., Financial Aid Counselor

Carrie Gonzalez, M.S., Student Debt Management Counselor

**Computer and Information Resources - Olive Swann Porter Building, Barracks**

**Kevin Ulshafer, M.M.I.S., Director of Computer and Information Resources**

Jan Tedders '08, B.S.B.A., Systems Administrator

Sergey Chernokov, M.M.I.S., Applications Support Specialist

Russell Davis, B.S., B.B.A., Support Specialist II

John Thompson, B.S., Network Administrator

Rick Tran, Support Specialist I

**Facilities - Physical Plant Building**

**James Fleenor, Director of Facilities**

Charles W. Pitts, Physical Plant Staff

Troy Lawson, Physical Plant Staff

Jack Callaway, Physical Plant Staff

William Pointer, Physical Plant Staff

Billy Robinson, Physical Plant Staff

Sam Gandy, Physical Plant Staff

John Mitchell, Physical Plant Staff

James Payton, Painter

Sarah Napoli, B.S., Administrative Assistant

Vacant, Transportation Coordinator

**Auxiliary Services - Jones Hall**

Hannah Doan, A.B., Director of Auxiliary Services, Director of Wesleyan Market

Tamara Hawkins, Campus Events Facilitator

**Campus Store - Olive Swan Porter Building**

Brandon Gould, Campus Store/Post Office Manager

## **Wesleyan College Alumnae Association**

Wesleyan's first class graduated in 1840, four years after the College was chartered. Just as the College was the world's *first* to grant a baccalaureate degree to a woman, the Wesleyan College Alumnae Association, organized on July 11, 1859, was the world's *first* alumnae association. All former Wesleyan students who have earned thirty or more semester hours at the College - whether or not they have graduated - are considered members of the Association.

Today, the Association is governed by the Board of Managers. Three alumnae trustees represent the Association on the Wesleyan Board of Trustees. The Association promotes alumnae engagement with the College by providing volunteer, social, and learning opportunities. Through e-communications and the publication of the *Wesleyan Magazine*, nearly 9,000 alumnae are kept informed of the activities and achievements of Wesleyan College alumnae.

"To contribute to the strength and prosperity of our Alma Mater" - an objective stated in the Association's first constitution - expresses the continuing commitment of resources, both human and financial, to maintain Wesleyan's unique heritage and to ensure the continuing success of Wesleyan College.

### **ALUMNAE BOARD OF MANAGERS 2016-2017**

#### **PRESIDENT (2015-2018)**

**Melanie Filson Lewis '93, A.B.**  
Fayetteville, GA

#### **PRESIDENT ELECT (2015-2018)**

**Abbie Smoak Lacienski '01, A.B., M.Ed.**  
Statesboro, GA

#### **VICE PRESIDENT FOR DEVELOPMENT (2015-2018)**

**Jan M. Lawrence '80, A.B.; M.A.; M.Div**  
Oakton, VA

#### **VICE PRESIDENT FOR ADMISSION (2015-2018)**

**Sherry V. Neal '96, A.B., J.D.**  
Atlanta, GA

#### **VICE PRESIDENT FOR EDUCATIONAL ENRICHMENT (2015-2018)**

**Jane Price Claxton '68, A.B.; M.Ed.**  
Macon, GA

#### **VICE PRESIDENT FOR PUBLICATIONS & PUBLIC RELATIONS (2015-2018)**

**Jaime F. McQuilkin '06, A.B.**  
Smyrna, GA

#### **SECRETARY (2015-2018)**

**Catherine O'Kelley Fore '02, A.B.**  
Signal Mountain, TN

#### **TREASURER (2015-2018)**

**Lynn Moses '77, A.B.**  
Macon, GA

### **ALUMNAE TRUSTEES**

**2013-2017**

**Pris Gautier Bornmann '68, B.S.; M.S.; J.D.**  
Alexandria, VA

**2014-2018**

**Beverly F. Mitchell '68, B.S.; M.A.; Ph.D.**  
Woodstock, GA

**2015-2019**

**Leesa Akins Flora '87, A.B.; J.D.**  
Atlanta, GA

**MEMBER-AT-LARGE FOR:**

**NOMINATIONS (2016-2019)**  
**Allison McFarland Wilcox '80, A.B.**  
Midland, MI

**STUDENT RELATIONS (2014-2017)**

**Sherrie N. Randall '03, A.B.**  
College Park, GA

**ALUMNAE WEEKEND (2015-2018)**

**Carol Bacon Kelso '73, A.B.**  
Thomasville, GA

**PAST PRESIDENT (2015-2018)**

**Ashley Garrett '90, A.B., M.A.**  
Athens, GA

**Alumnae Director**

**Cathy Coxey Snow '71, A.B.**  
Macon, GA

**Associate Alumnae Director**

**Mary Kathryn Borland '04, A.B.; M.S.**  
Macon, GA

# Errata

Revisions to the Catalogue may be made per semester for these reasons: course title changes, editorial course/description changes, and prerequisites. In addition, changes to academic policies may be made. However, degree requirements may only be made once a year. Catalogue changes made throughout the year, will be listed on this page.

- New general education courses added to Synthesizing category effective Spring 2017:

- **ARH 325: Greek and Roman Art.**

**Goal:** To acquire a knowledge of the artists, monuments and works of art of the civilizations of Greece and Rome. To gain an understanding of the patterns of stylistic development, of the historical and cultural significance of major monuments and political sources of iconography, and to acquire the ability to discuss and analyze works of architecture, statuary, relief sculpture, vase painting, mosaic, metal work, and wall painting from both periods.

**Content:** Study of art and architecture from the rise of Greek civilization to the fall of the Roman Empire.

**Taught:** Alternate years.

**Gen. Ed. Category:** Synthesizing; (FA).

**Credit:** 3 hours.

- **HIS 352: American Wars in the Twentieth Century.**

**Goal:** This course examines the theory, experience, and memory of American wars in the twentieth century.

**Content:** Upon successful completion of this course students will understand American experience with armed conflicts in the twentieth century and the factors that account for the different ways the country thought about waged war during this period. They will analyze how a variety of factors - including gender, race, socioeconomic status, and geographical origin - shaped individual and collective experience of war. They will also understand and be able to analyze and discuss the different ways in which Americans have remembered their wartime experiences, and how and why memorialization and commemoration have changed over time.

**Taught:** Occasionally.

**Prerequisite:** None.

**Gen. Ed. Category:** Synthesizing.

**Credit:** 3 hours.

- New general education course added to Diverse and Interdependent World category effective Spring 2017:

- **AST 250: Introduction to Chinese Culture.**

**Goal:** This course introduces students to selected topics in contemporary Chinese culture, such as popular culture, food, family structures, daily life, education, and business.

**Content:** By studying different aspects of Chinese culture students will become more knowledgeable about Chinese life today and how the Chinese participate in the global circulation of culture, identity, tradition, and modernity.

**Taught:** Annually.

**Gen. Ed. Category:** Expanding; Diverse & Independent World; (SBS).

**Credit:** 3 hours.

Other course changes effective Spring 2017:

- POL 396; Credit: 1-3 hours

Policy Updates:

- Graduation policy ~ The Bachelor of Arts and Bachelor of Science in Nursing degrees are conferred at the end of each academic ~~semester year (May)~~ and ~~in August (Bachelor of Arts)~~ with the prior approval of the Provost and faculty.